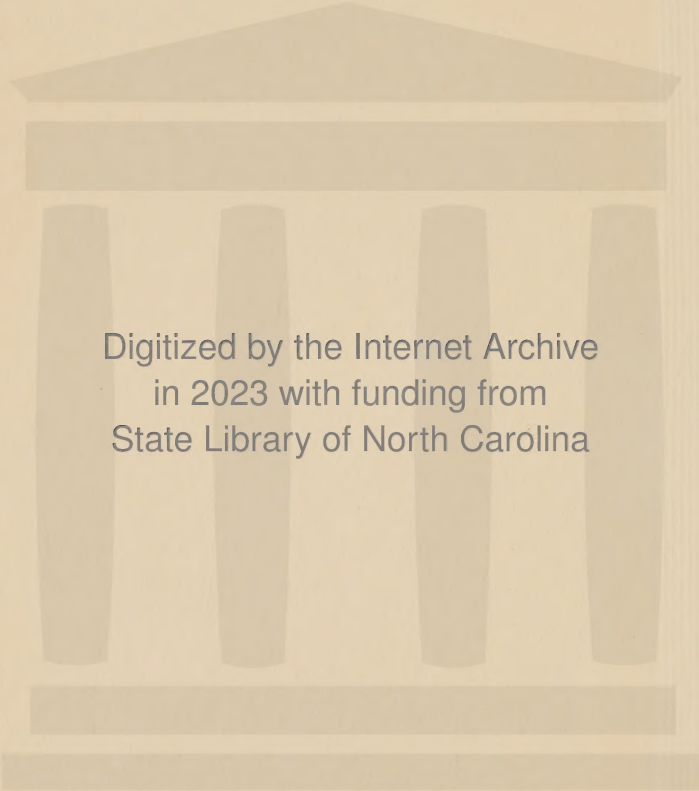


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Appropriate Directions for the Modern College  
in the  
Challenging New Educational Era



Appropriate Directions for the Modern College  
in the  
Challenging New Educational Era

The Fiftieth Anniversary Celebration of the North Carolina  
College at Durham, 1910-1960, Durham, North Carolina  
November 9, 10, 11, 12, 1960

*The Anniversary Year*

*November 1960-November 1961*



Appropriate Education for the Modern College  
in the  
Challenging New Educational Era

PRINTED BY THE SEEMAN PRINTERY, DURHAM, N. C.

## Foreword

There was something about our Fiftieth Anniversary Celebration that was inspiring. We re-examined the original ideas and dreams for the institution; we evaluated the present; and we expanded and refined our hopes for the future. There was, however, a quality of spirit abroad which stemmed, it seemed, from a disposition on the part of all who participated to demonstrate through the quality of their performance the validity of all the hopes and aspirations for the institution.

There was evidence that our students, our friends in the city of Durham, our faculty and staff, and our graduates found joy in performing the many tasks which they were called upon to perform. To these the institution is grateful. The quality of enthusiastic cooperation exhibited was beyond our expectation, and we shall remember the performance as an example of what is attainable.

The occasion of our formal celebration on November 9-12, 1960 was a magnificent one. We are especially grateful to the officials of our state government, to the discussion leaders and consultants, and to representatives from schools and colleges throughout the country for the suggestions which they made and the ideas which they stimulated in connection with the anniversary theme, *Appropriate Directions for the Modern College in the Challenging New Educational Era*.

Prior to the formal celebration, material relating to the State of North Carolina and to North Carolina College was submitted to persons who were invited to participate in the various discussion groups. This material was prepared by our Fiftieth Anniversary Research Committee and published in a volume entitled: *The Challenge of the Future*.

As President of the College, I wish to express my deepest

thanks to all who participated. Dr. Bascom T. Baynes, Chairman of the Board of Trustees, who enthusiastically supported the celebration, and Dr. Helen G. Edmonds, the Executive Director of the Anniversary Program, whose imaginative and organizational genius was responsible in many ways for the quality of our success, join with me in these expressions of gratitude.

ALFONSO ELDER, *President*  
North Carolina College  
at Durham



STATE OF NORTH CAROLINA  
GOVERNOR'S OFFICE  
RALEIGH

LUTHER H. HODGES  
GOVERNOR

November 9, 1960

President Alfonso Elder  
North Carolina College at Durham  
Durham, North Carolina

Dear President Elder:

I am pleased on behalf of the State to extend greetings and congratulations to North Carolina College on the occasion of its Golden Anniversary.

The original goal of the College was the development of fine character and sound academic education of young men and women. From its beginning as a small private institution, it grew in service and in stature. In 1923 the State assumed responsibility for support of the College, and has since that time invested many millions of dollars in its physical plant and operations.

Today the College stands honored among institutions of higher education, approved by the Association of American Universities, a full member of the Southern Association of Colleges and Secondary Schools, respected for its standards and integrity, and well known as an undergraduate source of teachers, professors, and other professional leaders.

In remaining true to ideals of scholarship, of standards, and of service, North Carolina College has justified the faith of the people of North Carolina who join the tribute of this day.

Sincerely,

LUTHER H. HODGES

LHH:sg/t



# Proclamation

THE HONORABLE E. J. EVANS, MAYOR, CITY OF  
DURHAM

WHEREAS: The City of Durham has historically regarded the North Carolina College as one of its many assets. This institution was founded here in 1910 by the late Dr. James E. Shepard. During the past fifty years it has had two presidents: the Founder, 1910-1947, and Dr. Alfonso Elder, since 1948. The North Carolina College at Durham celebrates its Golden Anniversary, November Ninth, Tenth, Eleventh, and Twelfth, Nineteen Hundred and Sixty. It is fitting and proper that the Durham City Government take due recognition of this half-century of the College's history and development, and

WHEREAS: In solemn recognition of the fact that North Carolina College at Durham

Has provided teachers and administrators for the public school system of our city;

Has provided a faculty of trained persons who have offered leadership at various levels of community life;

Has provided an atmosphere of education and culture;

Has striven always towards the best in human relations; seeking and finding ways of improving understanding among diverse peoples in our community;

Has succeeded in narrowing the traditional gap between town and gown—a noble tradition ably begun by its Founder, Dr. James E. Shepard, and now consummated in the distinguished administrative career of President Alfonso Elder; and,

Because the North Carolina College can justly take pride in its achievements of the past fifty years,

NOW THEREFORE, I, E. J. EVANS, Mayor of the City of Durham, North Carolina, by the authority vested in me by virtue of



my office, do hereby proclaim the period from November Ninth through November Twelfth, Nineteen Hundred and Sixty, as

### NORTH CAROLINA COLLEGE DAYS

In the City of Durham, North Carolina, and call upon the citizens of our city to observe this period with the proper seriousness and respect for the occasion, and request our entire community to take note of the importance of this Fiftieth Anniversary Celebration of the North Carolina College at Durham.

In Witness Whereof I have hereunto set my hand and caused the seal of the City of Durham to be affixed, this Fourth Day of November, In the Year of Our Lord, One Thousand Nine Hundred and Sixty

E. J. Evans  
Mayor

## RESOLUTIONS FROM THE NORTH CAROLINA COLLEGE BOARD OF TRUSTEES COMMEMORATING THE FIFTIETH ANNIVERSARY OF THE NORTH CAROLINA COLLEGE AT DURHAM

The Board of Trustees of the North Carolina College at Durham takes due cognizance of the fact that this institution was founded in 1910 by James Edward Shepard; that it has moved progressively forward with the highest academic standards for the past fifty years; that it has espoused the highest moral and spiritual values of thousands of students; and, therefore at this time, November 11, 1960, be it understood by all present that this institution formally celebrates the Convocation Exercises of its Golden Anniversary. The Board of Trustees has noted with great commendation the program which reflects credit upon its magnificent present, and a program which shall bring abundant rewards in seeking directions for the future. Be it further known that the Board of Trustees of the North Carolina College at Durham:

1. Joins wholeheartedly in this celebration which commemorates the life and contributions of the founder, Dr. James E. Shepard.
2. Extends congratulations to Dr. Alfonso Elder under whose administration of twelve years, the North Carolina College has witnessed unparalleled academic growth and physical expansion.
3. Tenders gratitude to the faculty and staff for untiring and devoted service in the performance of their tasks.
4. Congratulates the many alumni of the North Carolina College who are rendering service throughout the state, nation, and world for their creditable performance reflecting the heritage of this institution.
5. Commends the student body for its devotion to the worthwhile pursuits of higher education and beseeches them to view this Golden Anniversary as a period of re-dedication to the college's motto: *Truth and Service*.

6. Supports the Fiftieth Anniversary Scholarship Fund Campaign and all efforts made to reach the goal of \$50,000; and, further recommends that this campaign be continued during the academic year of the Golden Anniversary, 1960-61.

A copy of these resolutions commemorating the formal Convocation of this Fiftieth Anniversary Celebration shall become a part of the permanent archives of this institution.

Bascom Baynes, *Chairman*  
Welch Harriss, *Vice-Chairman*  
J. M. Hubbard, *Secretary*  
Dillard Teer, *Chairman, Building Committee*  
J. W. Black  
John G. Clark  
Clarence Watkins  
Edwin Jones, Sr.  
Hanes Lassiter  
W. W. Pierson  
Clyde A. Shreve  
Marshall T. Spears, Sr.



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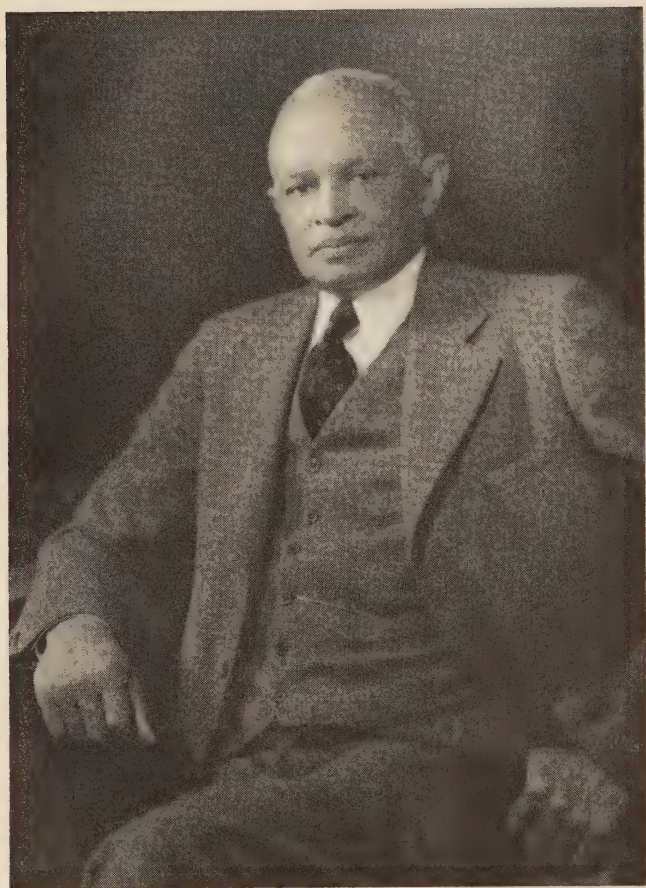
Dr. Alfonso Elder, President  
North Carolina College at Durham

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DR. JAMES EDWARD SHEPARD, *Founder and President*  
1910-1947



DR. ALFONSO ELDER, *President*  
1948-

## Introduction

At the beginning of the twentieth century, a man destined for greatness had a dream. This man was Dr. James E. Shepard, and the dream was to found a college for the ministerial improvement of Negro clergymen and the academic preparation of Negro youth in general. This school, undergoing various changes of name, began as the National Religious Training School and Chataqua, 1910; becoming the National Training School, 1915; the Durham State Normal School, 1923; the North Carolina College for Negroes, 1925; and the North Carolina College at Durham, 1947. Even as changes in name have been somewhat prolific, changes in scope, function and purpose have simultaneously been expanded and intensified. The College today offers undergraduate and graduate degrees in the arts and sciences, and professional degrees in law, library science, and public health nursing. In 1955, it conferred the first doctor of philosophy degree in education ever awarded by a predominantly Negro institution.

The early history of the College was characterized by a wealth of enthusiasm and high endeavor, but not of money. Private donations and student fees constituted the total financial support of the school, and the heavy burden of collecting funds rested on one man, the founder, Dr. James E. Shepard. Lonely hours on railroad trains and in cold dreary railroad stations, the deprivation of warm beds and hot baths, the heart rending realization of few pennies at some places and none at others, the school's property used as collateral in borrowing money, mortgages, foreclosures and fires, the personal sacrifices imposed upon a wife and three children, between 1910 and 1923—all collectively conspired to be the killer of his dream.

The miracle year was 1923 at which time the General Assembly of North Carolina, by resolution, enacted this educational

undertaking into a publicly supported institution. The dream was thus guaranteed perpetuity and fulfillment, and Dr. Shepard accurately described this momentous event in a prophetic quotation: "For God hath according to His promise, raised unto Israel a Savior."

The institution has had two presidents: The Founder, 1910-1947, and Dr. Alfonso Elder, since 1948. Dr. Elder has been intimately associated with the North Carolina College since 1924. He brought to this task of educational leadership a rich family tradition in education, classroom experience by the way of professorship, administrative techniques derived from formal training and actual deanship for more than twenty years at North Carolina College, a doctorate from Columbia University, research talent manifested in reputable publications, a harvest of goodwill from hundreds of students who received their inspiration from him as professor and dean, and, a wealth of academic respect from a faculty who were associated with him as a dean, and later, as president.

His task in the new day has required newer approaches to the College's internal organization, a continuously more improved faculty, expanding and intensifying the curriculum to meet the new changes demanded of education at this midpoint in the twentieth century, increasing library facilities to meet the needs of new course offerings, increasing research facilities, effecting a new sense of direction for student guidance compelled by the forces in the new day, and in addition, keeping open the avenues of good human relations in the State and Region. Dr. Alfonso Elder has done, and is continuously doing these things. Since he became President in 1948, the number of buildings on the campus has increased from twenty-one to thirty-six, valued at \$10,000,000. Under his administration, additional land has been purchased, and new features have been added to buildings already erected.

He realized that the size of the enrollment should never be the sole aim of the College's energy nor the measure of its success. He is expanding professional depth and adding new dimensions of scholarship. His administration has set a new high in employment policy—a policy designed to augment the tradition of scholarship by searching for and securing men and women with professional



competence from every part of these United States and from abroad. While achieving this new dimension in faculty professional competence and depth, he has been duly mindful of the essentials of good teaching. More than half of the 118 faculty members hold doctorate degrees from leading universities in the United States and abroad. North Carolina College can boast of having provided more faculty members for high diplomatic and consular service of the United States Government during the past decade than any other Negro institution. From its ranks in recent years have come a United States Ambassador, Representatives for special occasions to foreign governments, specialists in leadership, consultants, information specialists, and exchange professors. From its faculty ranks have come college presidents and deans.

A successful state-supported college administration reflects in large part the public spirit and educational leadership goals of the Governor, the nobility of purpose and the financial cooperation of the North Carolina General Assembly, the cooperation of the State Department of Education, the guidance of the State Board of Higher Education, and not the least, the interest of a cooperative, well-informed, energetic Board of Trustees. In these respects, totally and absolute, the North Carolina College at Durham has been abundantly blessed.

The educational philosophy of a college shapes its programs, expectations and outcomes. President Alfonso Elder's leadership has translated into actuality his basic beliefs:

Probably the most outstanding demand made upon colleges by powerful forces in life is the demand for a high level of training necessary for effective living in the modern world. . . . This need for high level training is not to be thought of in terms of the traditional objective to aid an individual in his pursuit of knowledge in order to become a cultured person, however worthy this aim may be. It should not be thought of in terms of the customary desire to continuously improve the quality of instruction provided by the college so that those who happen to have the urge to extend their knowledge might do so. This need we speak of is new in the sense that it involves a *demand* rather than a *preference* for increased intellectual competence, if the work of the modern world is to be done. This need does not invalidate in any way the worthy objective of the college to provide experiences designed to assist the student in formulating value judg-



ments, in realizing moral purposes, and developing desirable social competences.

New occasions teach new duties. World War II and its attending consequences changed the nature, complexion and scope of every facet of human existence. The decade of 1950 witnessed, more than any previous decade, accelerated changes in world history. There was the consciousness of being in the nuclear science age, and the realization that it meant new patterns of life and thought, not just in the realm of the physical sciences but in production, consumption, human relations, education, and in every phase of existence.

What then were the new forces facing higher education: The problem of exploding school population; the search for newer vocational choices beyond old horizons; the dilemma of curricular offerings designed for a four year program, when faced with the task of eliminating deficiencies and at the same time preparing students for achievement on standardized measuring instruments; the tasks and requirements involved in accentuating excellence in performance; the disparity between the high school and the college with regard to levels of expectation; the apparent inadequacy of college training to meet the demands of modern life; the role of the humanities and the social sciences as the liberal arts program comes face to face with the space age; the dangers of capsule information rendered by mass media of communications usurping the real function of systematic education; the present crisis in college-leadership-function as it seeks to define its role in current programs of social action; and, gaps to be closed in the education of the Negro in North Carolina.

In the light of these current and divergent forces which make demands upon the modern college and contend for special emphases in its program, and consonant with North Carolina College's educational philosophy that increased intellectual competence for the 1960's involves a *demand* rather than a *preference*, the Trustee Board, President, Faculty and Staff concluded that the Golden Anniversary Theme for 1960-1961 would be:

APPROPRIATE DIRECTIONS FOR THE MODERN COLLEGE IN THE CHALLENGING NEW EDUCATIONAL ERA.

The results of the examination of this theme against the backdrop of the demands made upon all colleges by forces in life are hereby presented in the following pages.

HELEN G. EDMONDS

Executive Director

The Fiftieth Anniversary Celebration  
of the North Carolina College at  
Durham



PART ONE

THE RESPONSIBILITY OF THE COLLEGE TO  
PUBLIC EDUCATION





# The Role and Responsibility of the College to Public Education

RALPH W. TYLER, *Director*

*Center for Advanced Study in the Behavioral Sciences  
Stanford, California*

The importance of education to society has long been recognized, but it is rare to find emphasis given to the special stake which colleges and universities have in the quality of elementary and secondary education, although there are several special respects in which higher education is closely linked with the lower schools. The failure to provide adequately for competent teaching personnel in the elementary and secondary schools limits the quality and supply of competent college students. For example, a recent news story reported a science conference held in Chicago at which professors in the natural sciences complained about the inadequate training of the students coming from the high schools, saying that this greatly limited efforts to increase the supply of top-level scientists.

Insofar as this complaint is true, and it is most certainly not entirely true, it well states the connection between the quality of the students that the colleges and universities obtain and the quality of the teaching in the elementary and secondary schools. As another illustration, the National Science Foundation reports that the really serious shortages in this country are the shortage of very competent scientists and engineers and the great shortage of adequate and competent science teachers. This again reminds us of the unit of the whole educational fabric—elementary, secondary, and higher—and the demand of society for the products of these educational institutions.

Not only are the colleges and universities greatly affected by the teaching in the lower schools, but the improvement of the quality of teaching and teaching personnel in the schools requires a contribution of colleges and universities. This improvement cannot be achieved without colleges and universities, although it cannot be done solely with them.

What are the problems facing the high school which can be attacked more successfully if the college works with the high school in seeking solutions? Answers to this question can be obtained by reviewing the current situation in the secondary school. One of the most obvious characteristics of the American high school is its enrollment of such a large proportion of the adolescent population. Although the holding power of Grades XI and XII is far lower than that of the earlier high-school years, and although high-school leaders generally are working to enroll a still larger proportion of the young people of secondary school age, the fact remains that no other country has even dreamed of a secondary school enrolling from two-thirds to three-fourths of all the young people of high school age.

On the surface, the large high-school enrollment represents great progress toward equality of educational opportunity among our various socio-economic and ethnic groups. However, a study of the limited experiences actually provided and of the achievements of a cross-section of a typical American high school reveals tremendous inequalities. Quite commonly, young people who are having difficulty in reading and in other forms of communication either are sitting inactively in classes which carry on work they think they cannot do or are assigned activities which do not help them attain greater competence in communication or give them a chance to understand and think about significant personal and social problems. Typically, if differential provisions are made for these pupils, they are assigned to work with their hands or to activities which they already can do reasonably well. In such cases, school may be interesting to them, or at least not boring, but little actual learning of a significant sort takes place.

Equality of educational opportunity is not attained simply by having all youth in school. It requires the development of instructional programs which actually lead students to learn those understandings, skills, attitudes, and appreciations which make life more significant for them individually and which help them to participate at increasingly higher levels in their social world. Simply to sit idly in a class, or to learn how to make things by hand, or to carry on other busy work, is a loss of educational opportunity. Providing truly meaningful education for these

neglected students is the next step which must be taken if we are to achieve the important goal of equal educational opportunity for youth.

Basic to the improvement of educational opportunity for many high school youth is the development of motivation to learn school tasks, or in general to do good work in school. Measures of interest in school work and school achievement are positively correlated, and, in particular, the degree of student motivation is significant in predicting the number of years of schooling which the student will get. One of the primary differentials between those who graduate from high school and go on to college and those who drop out after graduating from high school is the degree of interest in school tasks.

In recognizing the importance of motivation, we must realize that it is not an inherent characteristic deeply based in the biological mechanism of the human being. Much of individual motivation is acquired from a variety of sources; even school experiences themselves may sharply modify the motivation of an individual. Studies in child development at a number of centers indicate that the way the parents of a child view the school greatly affects his motivation. If the school is viewed by the parents as a means by which their children can attain greater opportunities than they themselves have had, then if they place great emphasis upon their children's success in school, the probabilities are more than two to one that the children will show interest in succeeding in school. On the other hand, and this is particularly characteristic of parents with limited opportunities, if the school is viewed as a "sissy institution," a place where children must stay until a compulsory attendance law permits them to do useful work, then it is likely that the children's attitude toward school will be negative and their corresponding motivation very low. The child's experience in the school also affects his motivation. If he is encouraged by the teacher, is reasonably successful, and is happy in his relationship with other children in the school, it is again likely that his motivation will be positive. On the other hand, when the teacher views the child as a "dirty little brat" who never seems to learn and who usually makes trouble for the teacher, it is likely that motivation will be low and decreasing as the child moves through the school.

Hence, although motivation is an important factor in educability, it is neither an inherent factor in the individual nor a constant one. It is affected by home environment, cultural contacts, attitudes of his peer group (that is, other children of his own age) and school experiences. In contemporary American schools it is possible by the fourth or fifth grade to measure motivation with a fair degree of accuracy and to make predictions about the later success of the pupil from these measurements. Interestingly enough, motivation so measured at this stage in the pupil's development rarely changes markedly from this time until the end of high school. But, it is likely that this relatively fixed index of motivation is not attributable to the principle that motivation is inevitably fixed by age ten or eleven but is more probably due to the fact that the home, community, and school environment are so consistent in the kinds of things that they emphasize over the years that there is no compensating condition affecting the children to modify the type of motivation developed in the first few grades of school. The experiences of Negro children are particularly likely to reduce their motivation for school work unless strongly counterbalanced by influences within and without the school. They not only come in larger numbers from limited cultural backgrounds but they perceive discrimination and restrictions on their opportunities to achieve a full and dignified life even when they obtain a college or professional degree. The college has a great responsibility to work with schools in awakening greater interest in education and helping students to understand the increasing opportunities which are opening up to the educated man and woman as we more nearly achieve our Hebrew-Christian ideals of the dignity and significance of every individual human being. Taking the nation as a whole opportunities for the underprivileged are increasing, and they are increasing most rapidly for those who have greater education.

Closely related to the problem of motivation is the failure of many high-school students to find meaning in their daily work. Meaning is of tremendous importance in learning. If something has no significant meaning to the student, he will either make no effort to learn it or he will try to memorize it or follow instructions in a routine fashion. In these cases, what he learns is quickly forgotten. Many school tasks appear meaningless to some of the



students because they seem to have no connection with the student's own activities, thoughts, interests or aspirations. The college can help the school in identifying meaningful material to teach and in suggesting ways in which what is being taught can be applied by the student to his own life. Frequently, subject matter has been viewed as dead material—a collection of items to be remembered but not a vital ingredient in life itself. Too frequently, we have failed to identify the constructive role of the arts and sciences in education. Properly understood, the subject matter of these fields is not dead but can be the source of a variety of understandings, values, abilities, and the like which aid the student in living more effectively and more happily. The school should be drawing upon these resources to enrich the lives of the students. Our effort should not be to make the classroom more like life outside the school but to make life outside the school more in harmony with the values, purposes, and knowledge gained from the classroom.

This viewpoint emphasizes college and university education in the arts and sciences as a primary resource for the high school youths to use, but this is a valid position only insofar as the contributions of the arts and sciences are used as vital means of learning and not as dead items merely to be memorized. This can be done and often is. All of us can think of illustrations of the way in which each of the major fields of science and scholarship can provide things that open up avenues for living. In science, for example, the kinds of problems with which the scientist deals in seeking to understand natural phenomena and to gain some control over them; the methods that scientists use for studying problems; the concepts that they have developed to help them understand the phenomena with which they deal; the data that they are obtaining about the various natural phenomena, and the generalizations which they have developed for relating factors and for explaining these phenomena, all give us tools for understanding our natural world and for seeking to gain more control over it. They also give us a basis for continuing our own study and learning about natural phenomena long after high school.

In history, to take another example, we find bases for understanding developments which take place over periods of time. History gives us methods for studying problems which involve the



time dimension and the interrelations of political, economic, social, and intellectual life. History gives us concepts with which to think about and to understand social change. It gives us data and some generalizations. It can help the high-school student to be at home in a world of change and development and to take an active understanding role in this world.

The other subject fields can furnish similar examples of problems, methods, concepts, and generalizations so important in finding meaning and effectiveness in life. When we build the high-school curriculum, the arts and sciences need to be treated as vital means of learning. The arts and sciences must be examined carefully for their possible contributions rather than viewed as matters of rote memorization. Furthermore, the education of teachers in these fields should be effectively utilized. All too often we have employed teachers in jobs that do not draw upon their education.

The college can help the school, too, in working with the current changes taking place in the curriculum and teaching. The teachers and administrators in the schools can be aided by understanding and using available and developing knowledge about student learning. Teaching is not simply the giving of lectures, the making of assignments, the conduct of recitations or discussions and the grading of papers and examinations, but rather it is the complex professional task of stimulating and guiding the learning of students. The first step likely to be helpful in improving teaching is to bring together for consideration and use what psychologists, other social scientists and educational practitioners have learned about the conditions under which effective learning takes place. In reviewing published materials, one will find a number of lists of essential conditions, but most of the lists contain very familiar elements.

One necessary condition is student motivation. The learner learns what he is thinking, feeling or doing. Hence, learning is not possible except as the learner himself is involved in it. This makes his motivation, that is, the impelling force for his own active involvement, a very important condition.

A second condition for effective learning is that the learner finds his previous ways of reacting unsatisfactory so that he is stimulated to find new ways of reacting. As long as the learner

does not recognize that earlier modes of behavior are inappropriate, he will keep on doing what he has been doing before and will not really learn anything new. Hence, it is necessary that the learner discover the inadequacy of his previous behavior so that he will not continue to repeat it. High-school students often carry over from their earlier school experiences the notion that study is memorization and when called upon to study, they try to memorize textbook materials. It is necessary for the teacher to help the student discover that memorization is not a satisfactory means to solve the kinds of problems or do the sorts of exercises which the high-school class requires.

A third condition is for the learner to have some guidance of the new behavior which he tries in seeking to overcome the inadequacy of previous reactions. If he simply tries new behavior by trial and error, learning is very slow and he is often discouraged and he gives up. Some means of indicating to him more promising reactions serve to guide him. Many ways are used to guide the learner in helping him to understand. Parts of the syllabi, textbooks and manuals may be prepared and selected for this purpose. The instructor may ask questions which lead the student to look at various factors that he may have previously overlooked in his search for meaningful relationships. He may be aided in learning a skill by direct demonstration. These are only a few illustrations of the many common methods used in guiding behavior in learning.

A fourth condition for learning is for the learner to have appropriate materials to work on. If he is to learn to solve problems, he has to have problems to attempt to solve; if he is to gain skills, he must have tasks which give him the opportunity to practice these skills; if he is to gain appreciation, he must have materials that he can listen to, see or respond to in other appreciative ways. When students have only the textbook and the classroom lectures, they do not have enough of the "stuff" for study, that is, the problems, the exercises and other materials to think about, to work on, to practice on to provide the necessary learning experiences.

A fifth condition for effective learning is for the learner to have time to carry on the behavior, to keep practicing it. This is usually referred to as "having study time." Often schools assume that the student is spending time in study outside the classroom when

observation or interview will indicate that the student thinks that if he comes to class and spends a half hour or so outside, that is all that is required in order to learn. A more effective provision of study period time is important for high-level learning to be reached. Studies of students indicate that time which is presumed to be available for study is often occupied in commuting, outside work, extracurricular activities and social activities. Imaginative and realistic ways of providing study time can make a contribution to the effectiveness of teaching.

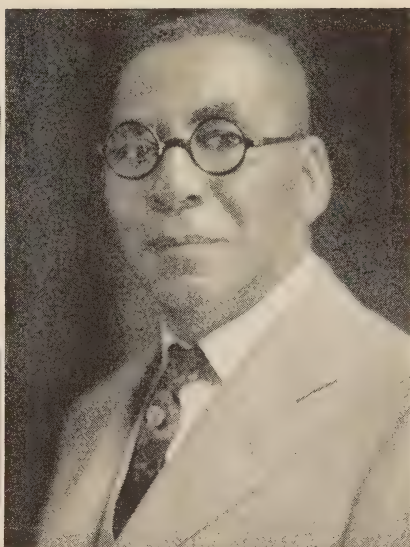
A sixth essential condition for learning is that the learner get satisfaction from the desired behavior. As the learner interacts in the various learning situations, those reactions which give him satisfaction are continued; those which do not give satisfaction are dropped from his repertoire of behavior. If the learner wants very much to acquire a certain kind of behavior, such as understanding or a skill, the actual satisfaction of getting the understanding or skill is sufficient. On the other hand, teachers are in a position to help learners derive satisfaction from desired behavior when this satisfaction does not automatically follow progress in learning. For example, to become competent in a foreign language so that one can read stories or articles in that language takes a long time. In the interim, the teacher may exercise a considerable influence by complimenting the student on his efforts, by helping to get group approval of reasonable progress, by providing tests or other means for him to see that he is progressing toward his goal. These are but illustrations of the ways in which the teacher may increase the effectiveness of learning by helping to see that students get satisfaction as they make progress toward the desired goal.

A seventh essential condition for learning is opportunity for a good deal of sequential practice of the desired behavior. Sequential practice means that each subsequent practice goes more broadly or more deeply than the previous one. Sheer repetition is quickly boring to the learner and has little or no further effect. Only as each new practice requires him to give attention to it because of new elements in it does it serve adequately as a basis for effective learning. This is important for the student is gaining understanding because it means that concepts and principles are brought in again and again but each time in newer and more complex

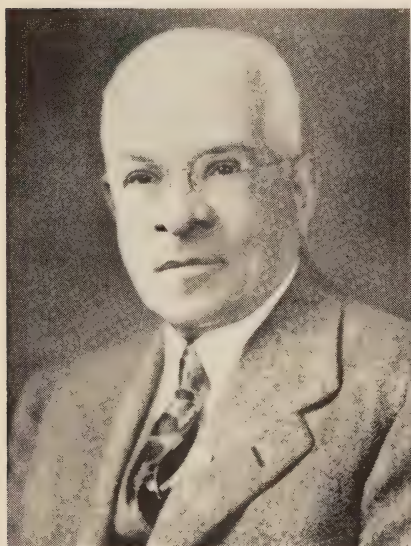




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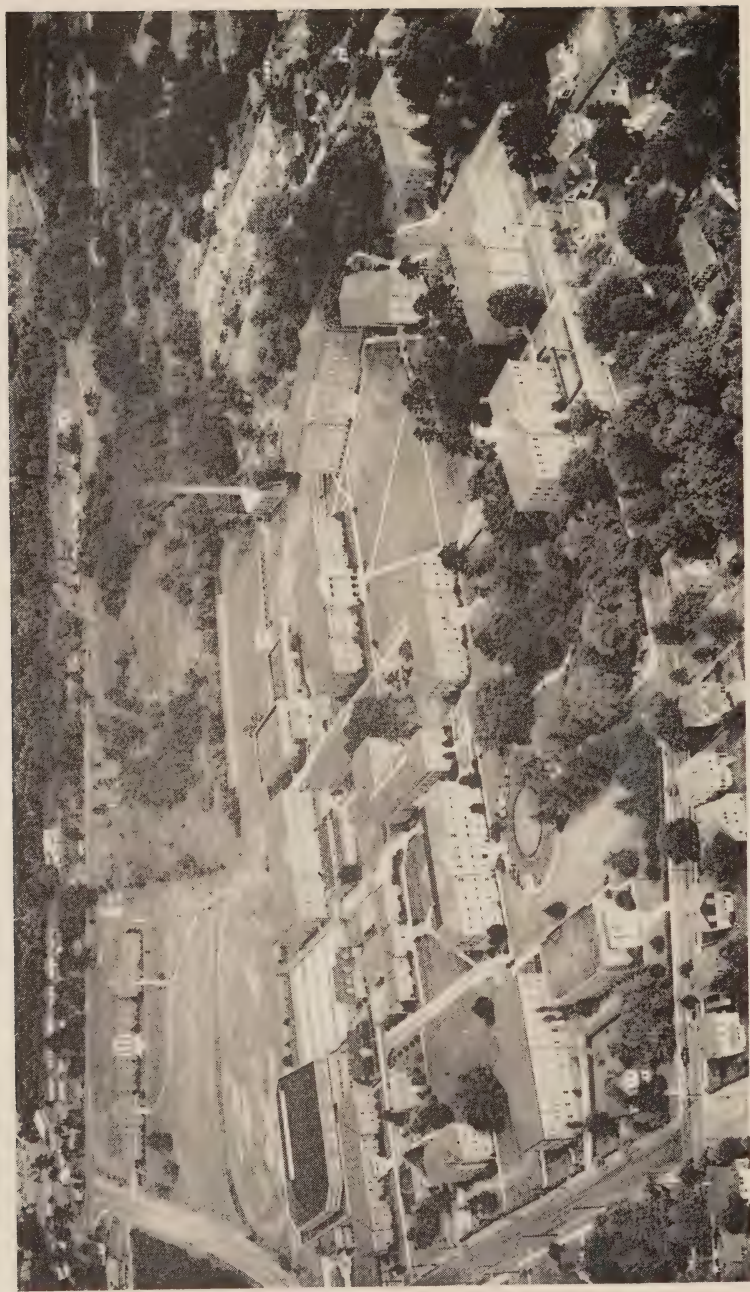


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 Durham, North Carolina

FRIENDS OF THE COLLEGE THROUGH THE YEARS



AERIAL VIEW OF NORTH CAROLINA COLLEGE AT DURHAM



illustrations so that the student continually has to think through the way in which these concepts or principles help to explain or to analyze the situation. It is important in the development of the skill to see to it that each new practice of the skill provides opportunities for greater variety or complexity in its use. It is also true in the development of appreciation, for it means that each new work of art should be demanding something more of perception and providing opportunity for a greater variety and depth of emotional response.

An eighth condition is for the learner to set high standards of performance for himself. One of the common difficulties is that the student may become satisfied with mediocre performance and no longer put forth effort to learn. This is a common problem with the more able student. It is often necessary to help the student to acquire standards of performance that for him are high but attainable and to lead him on continually to seek greater excellence. One may ask of any teaching program about the kinds of standards that the students are expected to meet and how far they are relevant to the individual differences among the students in the class.

The ninth and last of the conditions is related to the eighth, to continue learning beyond the time when a teacher is available. The learner must have means for judging his performance in order to be able to tell how well he is doing. Without them his standards are of no utility.

In helping schools to establish appropriate conditions for learning, an essential factor is the impression sensed by the students of what the most important values of the school are. One school may clearly give students the impression that athletics is the major value; another school emphasizes social adjustment. The kinds of educational objectives which the schools today are likely to recognize as primary are those which require a different institutional atmosphere to support student learning. The attitudes of teachers, administrators and older students should strongly indicate to new students that they are expected to "stretch their minds," to develop imagination, to acquire new ideas, new skills, new interests and the like. It is a kind of school in which learning is more important than social or athletic activities, and it is more fun.

In planning systematically to make teaching effective, it is

necessary to recognize the different kinds of educational objectives sought, to define each objective clearly and to plan ways in which students can acquire each objective. This means that teachers need to distinguish between memorization and understanding, between knowledge and skills in problem-solving, between interests, values, attitudes and knowledge, vocabulary, skills. Furthermore, the teaching-learning situations must be planned so as to provide ways by which each student may carry on each of the kinds of behavior which are implied by the educational objectives. Too often we establish desirable objectives, but the actual teaching-learning situations do not reflect some of these aims. The student cannot acquire a desired kind of behavior without having the opportunity to carry it on.

In the improvement of the curriculum, the involvement of the college and university is especially important. They must be deeply involved in these changes in the schools because appropriate curricula and ways of learning are yet to be developed. Some higher institutions are taking this responsibility seriously. My friend, Elton Hocking, from Purdue, is devoting major attention to developing the curriculum for foreign languages and the teaching of foreign languages in high schools. Some of the work is fascinating. It is all necessary if the quality of teaching is to be improved.

Another illustration of the involvement of higher institutions in the educational problems of the secondary schools is the M.I.T. study which is supported by the National Science Foundation. A group of scientists from several colleges and universities and science teachers from the high schools are developing and carrying out a new high school physics course. This is turning out to require a rethinking of physics and what it can contribute to young people as citizens, as well as future scientists; a re-examination of possible learning experiences that will help high-school students in thinking about and attacking physical science problems; the selection of some of the basic data youth need to be able to work with; and the techniques they need to be able to use specifically in making observations and analyses.

The development of this high school physics course by the collaborative efforts of college and university scientists and high-

school teachers is a useful illustration of the pressing need for more collaboration. The group not only outlined content and learning experiences and wrote a textbook, but they also prepared a teacher's manual. They also identified concepts which could be more easily expressed and understood through appropriate motion pictures. They are planning seventy motion pictures to be a part of the course. They found current textbooks crammed with details and illustrations; and to eliminate the digressions in basic text material, they planned to deal with special illustrations and optional sources by preparing a considerable number of small monographs which a high school student could use to follow up special interests. For example, if he wanted to know something about electroplating as it was mentioned in connection with ionization, he could read the monograph on electroplating. This serves special interests without cluttering up the basic structure of the course. Furthermore, the group has reviewed the need for, and possible functions of laboratory exercises in developing concretely some of the basic concepts, generalizations, and measurements. They have gone to the "five-and-ten" and other sources in producing inexpensive kits that high-school students can develop and use. Finally, this project is involving work with a group of high-school teachers and some prospective teachers. This material is being tried out in seventy school systems with which the group has been working.

I have spent some time describing the development of this high-school physics course because it illustrates what is now needed in all fields for the improvement of the curriculum and of teaching. We need college and university scholars and scientists, those who are called "professional educators," school teachers and supervisors, all working together on the common problems of the curriculum, of what teachers need to know, and of how they may be educated. All these people are needed to develop the curriculum and to improve the quality of teaching in the high school.

Some will argue that once a course has been built, the job has been done in that field. The course will not be obsolete for another twenty years and college and university cooperation will not be necessary again until that time. However, I would argue that the growing fields of science, scholarship, and the arts will



need constant rethinking by all the people concerned with the problem of professional education. Furthermore, the changing conditions in which high-school students will be living, our growing knowledge of the conditions which promote learning, of social psychology, of various cultures and subcultures in our cities and rural areas—all require restudy and continued collaborative effort. I do not expect in our lifetime that the task of building the curriculum and developing high-quality teaching will be completed.

Furthermore, if new teachers are to influence positively the development of better curricula and teaching, it is not enough simply to turn them out of our colleges and universities expecting them, these new beginning teachers, to exercise a strong positive influence in the schools into which they go. The danger is, if new teachers simply come out of our educational institutions and go as new isolated people in the high schools, they will be forced to adjust to present conditions in the schools rather than exercise strong influence to improve the schools.

The real situation is more likely to be like that in the story of a newly rich man who came down from New York City to Pinehurst, North Carolina, wanting to make society there, and he found out everybody was going bird hunting. He said, "How do you do this?" He was told, "You get a bird dog and a gun." He said, "Where do I get a bird dog?" "Go to a farmer down the road. He raises them." So he bought a bird dog. Several weeks later, he ran into the farmer, who said, "How did the bird dog work out?" He said, "Pretty well now. As a matter of fact, when I first got him and we went hunting the birds would jump up, and the dog, instead of chasing them, would put his nose up in the air and just stand there—but I beat that out of him!"

All too often, when a new teacher in the school has new ideas and better ways of handling the job, the others "beat that out of him." This is only natural, but it means that our present hopes are often unattained.

In the hospital field a different approach is followed. If we are going to have a modern hospital it has to be tied in with a medical school. This is recognized, for example, by the Veterans Administration. In seeking to get good medical service for veterans, where possible, the veterans hospitals have been tied in with

medical schools, so that medical personnel in more ways than one, would be in a continual touch with new medical knowledge and procedures. I believe this to be necessary in education, that is, that we must work out arrangements in which the subject-matter people, the people in education, the school people, work together, so that young people are inducted in a situation in which they are able to make use of their new knowledge and training.

May I summarize by saying this. The entire fabric of American education—elementary, secondary, higher—has made major contributions to the development of our economy, our stable government, our increasing individual opportunity. The demands upon our educational system are increasing. The ability of colleges and universities to meet the demands placed upon them is greatly dependent upon maintaining and increasing the quality and supply of competent college students, and this in turn hinges on the quality and supply of high school and elementary school teachers and on the excellence of the curriculum.

The colleges and universities are essential factors in the development of competent teachers and in the improvement of the curriculum. Hence, colleges and universities must accept their responsibility and assign to this task competent faculty members and other resources in the many fields from which contributions are required. The allocation of the job to a single department or school of education will not solve the serious and difficult problems. The knowledge and skills of professors of education represent only one of a number of kinds of competence needed. Only the full commitment by the colleges and universities of the range of resources needed will be adequate provision for the job ahead.



# Facing the Future in the High School

## DISCUSSION QUESTION:

HOW CAN THE COLLEGE ASSIST HIGH SCHOOL PRINCIPALS, SUPERVISORS, AND TEACHERS IN CARRYING OUT THEIR RESPONSIBILITIES?

*College Liaison:* Dr. W. H. Brown, Dean, Graduate School

*Discussion Leaders:* Mr. Charles H. Chewning, Superintendent, Durham County Schools; Mr. C. W. Seay, Principal, Dunbar High School, Lynchburg, Virginia

*Consultants:* Mr. E. L. Phillips, Assistant Superintendent, Director, Secondary Instruction, Durham City Schools; Dr. Frank Toliver, North Carolina State Supervisor—High Schools.

*North Carolina College Resource Persons:* Dr. J. C. Finney, Education; Dr. Percy Young, Education; Dr. Norman Johnson, Education; Dr. Paul Smith, Education.

*W. H. Brown:* There is a great demand in the modern age for improving the quality of instruction in high school and college. The high school has problems unique unto itself. Among these are counseling and guidance for early teenagers who may not have discovered their potential, controlling activities beyond the curriculum which make extreme demands upon the high school student's time, assessing the impact of television upon the student's study habits, meeting the demands for social competence and purposefulness in human behavior, evaluating adequacy of present course offerings in order to eliminate high school deficiencies, determining the "why" and "what" of high school drop-outs, facing the difficulty of teaching democratic values in the midst of a social order resistant to change, and, evaluating the effectiveness of existing testing programs.

These newer problems conditioned by the society of our time have their impact upon the teaching process and the way in which supervisors, principals and teachers view their responsibility to public education. In its search for answers to the problems of the modern high school, the college must be ever ready to adapt its program so as to assist those whose task it is to find the answers.

*Charles H. Chewning:* We have been assigned the topic *Facing the Future in the High School* and our question is, "How can the college assist high school principals, supervisors, and teachers in carrying out their responsibilities?" It seems to me that someone must place before us some statements outlining the responsibilities of the high school before we can speak of the ways in which the colleges can help. I shall attempt to do this.

*Responsibility for Academically Gifted.* We recall vividly how the critics attacked public education when Russia put the first satellite into orbit and how they demanded a crash program of education. Congress became excited and passed the National Defense Education Act which, so far as high schools are concerned, emphasizes mathematics, science, modern foreign languages, guidance, counseling and testing. For some time, there had been those, rather few in number, who felt that the academically gifted children were not being challenged, that they were bored with the regular high school program and that we were greatly neglecting those who were destined, because of their innate abilities, to become our leaders. The number of those interested in the talented pupils grew by leaps and bounds. No program today is considered up-to-date unless some provision is made for special classes or courses for the small percentage of pupils falling in this category.

Some people, not too well informed, of course, have been quite concerned about the talented pupils with no clear-cut idea of what such pupils are like. Two mothers came to my office last year to ask what we were going to do for those pupils who were not being challenged by the regular classes. Before answering them, I checked the scores made by their children on the intelligence tests given the preceding year. I found that one had scored 102 and the other 98, yet there they were believing or hoping that theirs were unusual pupils. Incidentally, both children

had done well during the first year due largely to their interest in school, their good work habits and the fact that they used what they had to the best advantage.

We know that most high school pupils have neither the ability nor the interest to become scientists or engineers, nor does society need them in such numbers. We shall always have a very small number of brilliant pupils, some who have high I.Q.'s, a large number of average pupils, and many below average. It will always be the responsibility of the high school to provide for each of these groups such training as the society demands.

Dr. Leo Jenkins, President of East Carolina College, has posed a significant question for those who would limit college enrollment. Dr. Jenkins asks, "How can we justify limiting enrollment when we do not have enough doctors, we do not have enough dentists, we do not have enough educated people—how can we talk about colleges limiting the number of students they are going to admit?" He further stated that it did not make sense to him certainly as long as his dentist has to say to him, "If you come back next fall, I will be able to see you." I believe that it is the responsibility of the American high school to provide a program which fosters optimum development of each child. Over and beyond this, the program should be sufficiently differentiated to permit maximum development of the special talents of our children.

*Responsibility for Curriculum Development.* We are all familiar with Dr. Conant's report of findings and recommendations resulting from his study of high schools. Surely, this report will influence the high school program for years to come, whether we like it or not, and I predict that we will raise the number of units required for graduation, offer the courses in mathematics, sciences, foreign languages, etc., as recommended by Dr. Conant in the schools where adequate facilities and funds are available. However, many schools, because of small enrollments and inadequate facilities will make the attempt but will not accomplish much.

I would like to see us require nineteen units for graduation from high school and offer four types of diplomas. For those preparing to enter college and for those others with high academic ability, I would require:

English	4 units
Mathematics	3 units
Algebra I	
Algebra II	
Geometry	
Social Studies	3 units
U. S. History	
World History	
One other	
Science	3 units
Physical Science	
Biology	
Chemistry or Physics	
Foreign Language	2 units
Physical Education	1 unit
Electives	3 units
Total	19 units

For those preparing to enter the labor market upon graduation I would offer the Business Diploma requiring nineteen units as follows:

English	4 units
Mathematics	2 units
Social Studies	3 units
Science	2 units
Physical Education	1 unit
Commercial Subjects	6 units
Elective	1 unit
Total	19 units

Those who could not meet the above requirements might take the General Program as follows:

English	4 units
Mathematics	2 units
Science	2 units
Social Studies	3 units
Physical Education	1 unit
Elective subjects	6 units
(Girls must take 2 years of Home Economics)	
Total	18 units

The fourth type of diploma would be a vocational one in such fields as bricklaying, auto mechanics, etc. It would require 18



units. High schools must never forget that a vast majority of pupils are average or below, and we have an obligation, however different it might be, to each of them.

*Responsibility for Motivating Students to Work up to Capacity.*

Last week I attended a conference on Industry and Education sponsored by the Southern Governors' Conference on Man Power Resources in the South. There were outstanding speakers from large corporations and scholars and administrators from higher education whose general theme was that we must re-double our efforts in turning out highly trained and skilled people if we expect to furnish the man power this section will need. Speaker after speaker mentioned the fact that our store of knowledge is growing rapidly and that automation changes the job of the schools.

I see the high school of the future expecting and demanding pupils to work much harder and absolutely up to capacity. There's nothing wrong with a talented child taking calculus in high school provided he has been given thorough courses in algebra and geometry. There is no reason that such a pupil should take General Science in high school when he has had it for six years in the elementary school. Rather he should take an extra year of chemistry, physics, or biology.

I see the high school eliminating the fringe courses except for those in the lower track. Were I principal of a high school, unplagued by the transportation problem with which rural schools must contend, I would schedule nothing in the regular school day except academic courses. Band, music, football, newspaper, year-book, dramatics, and other extra curricular activities would come at the end of the day and would be for those who have a genuine interest in them.

*How Colleges Can Help.* Now, how can the college assist high school principals, supervisors and teachers in carrying out their responsibilities? You, the participants in the discussion, will supply the answers. Let me make a few observations in the beginning.

1. The colleges can see that all teachers and administrators who pass their way are well-informed on the various aspects of pupil evaluation in all the areas. Administrators and teachers need to realize that evaluation is many-sided and requires the involvement



of the entire faculty. I believe more guidance courses at the undergraduate level would help. There is much that colleges can do to help teachers and administrators realize that subject matter is more vital than ever; however, knowing the needs of the individual child should have greater priority. When we understand a child and his needs, we can make better plans to help him master subject content. Realization by a pupil that his needs are being met—that he is progressing—constitutes a power for motivation for further progress.

2. Colleges can give local faculty groups the benefit of their leadership. You do much here in this area, but maybe our local faculty groups do not take full advantage of what you have to offer. Colleges can urge teachers and administrators, whom they train, to talk and think more in terms of helping the pupil schedule what *he needs*—not what best fits the administrator's plan. Keep inviting us to use your services, your workshops, etc.

3. College can make certain that graduates who expect to teach are skilled in the use of sound motivation techniques. Let us look at our attitude regarding the motivation of pupils. Do too many of our high school teachers expect too little of pupils? I am convinced that most of our pupils can do more at all grade levels than we require of them. I believe they can write better sentences, spell better, reason more logically in problem solving, and cover more material if we properly motivate them. Is your high school faculty apologizing for not completing a certain amount of work each semester? Many teachers say, "The pupils just can't cover the work." I am convinced that this excuse for holding back is invalid. I am convinced that more can be done. I could illustrate by referring to a mathematics teacher we had who was trained at this institution. She came to us believing pupils could learn more advanced mathematics in the high school. Groups were set up, the supervisor helped plan the courses and got the text and other materials—then she set to work. Standardized test scores proved that they could and did measure up to what she expected of them. This college can send us more teachers like this one. However, we couldn't keep her—some other state paid her more.

We have in one of our schools a person who has taught in some of the most outstanding universities in America, Dr. Sherwood

Githens, Jr., Deputy Chief Scientist at the Army Research Office at Duke University. Some two or three years ago he came to me and asked that he be allowed to teach physics, and he said, "I'll pick out one high school and if I can't teach there, I won't teach anywhere else, and I will teach for nothing." I told him most of our teachers did just that but they were paid a little. He took over and told me at the end of the first year, "I am convinced of one thing and that is that we are not expecting enough of these children. I gave these children exactly what I gave non-science majors in a certain university in their sophomore year, and these high school children can do the work just as well as those sophomores did." He has made me believe that we are not expecting enough out of the children.

In all areas, we need more teachers who accent the responsibility for carrying every pupil one year forward each year, regardless of how far that may be. Good guidance can tell us *who*, and *how much*; good teaching techniques can show us *how*. Colleges face the challenge to send us more people who can do the jobs.

4. The colleges can help us demand and then reward social, emotional, and academic balance in the development of students. We have suggested that we look at the academic and vocational courses scheduled for each pupil. I wish to ask you to take a closer look to determine whether there is sufficient balance in each pupil's schedule. I would not deny a pupil any of the advanced courses in mathematics or science that he is able to take, since I do believe academic strength is of vital importance today. However, I would urge that proper balance in the humanities be maintained. We are challenged to produce social and emotional balance along with academic strength as we train students in this world community of ours. The Dean at the University of North Carolina Medical School—talking to freshmen said—"I am interested in making men of you first and then doctors."

Someone else has said in recent literature, "We have too much to live *with* and too little to live *for*." To say it another way—there is more to be demanded by colleges than high academic scores, as important as *they* are. None of us can afford to overlook the important requisite for successful achievement in world fellowship.

5. Colleges can help junior high school teachers become more adept at teaching remedial skills—reading, writing, etc.

To sum up all of this, I would say, send us good teachers for a world in crisis so that this generation can do a better job than has been done by us.

*C. W. Seay:* I devote my attention to areas of problems of joint concern between the college and the high school with emphasis upon the high school administrator's point of view. Most of us, at all levels of education, encounter serious problems from time to time. Often, it is a problem of inadequate physical facilities with which to do a job. At times, there are problems which involve personnel, teaching materials, salaries, public support, academic freedom, faculty morale, poor articulation, lack of leadership, training and others. The list could be expanded indefinitely. This, I think is the normal state of affairs in the educational world, and if education is going to be the effective instrument that we plan for and hope for, we must expect to handle a continuing list of problems because the path of progress winds from the solution of one problem to another. Some of us are convinced that if we ever solve all our problems, it will be a sign not of perfection—but of stagnation. Progress of education in a democracy must be carried on—not in splendid isolation nor in ivory towers—but in active collaboration with all those units both above and below; and indeed, with society itself—if we would achieve the goals which we set up for ourselves. Although the discussion at this time is limited to what the College can do—all of us must be aware that the high schools themselves have grave responsibilities to higher education which we do not always fulfill. I mention this only because we do not wish to indulge in the old American past-time of passing the buck or scapegoating.

It would, therefore, seem appropriate that the issues we present today be limited to those areas of joint concern between the high school and the college which are begging for solution or at least for change.

In this category then, there are problems of articulation, teacher preparation, teacher placement, experimentation and research, public relations, welfare, educational balance, setting and main-



taining standards, reporting results, in-service training, recruiting, entrance requirements, cooperative teaching, citizenship training, community relations, guidance services, acceleration, curriculum enrichment, ability grouping, entrance examinations, evaluation, co-curricular activities, dropouts, remedial teaching, follow-up studies, early college admission, advanced placement, motivation, interchange of personnel, adult education, etc. The list could be expanded many times without exhausting the problems.

It seems, also, that another limitation is in order, namely, that we spend the time available to us in the discussion of selected problems from this or some other list which will permit a sense of accomplishment rather than a waste of time in fragmentation or an exercise in futility. It will therefore be my purpose to suggest *four questions of joint concern* which offer a challenge to this college and to every other college catering predominantly to Negro youth.

*First: Can the college assist the high school in the area of setting up and maintaining standards? If so, how?* We are, without a doubt, entering a period when there will be great demand for single standards of conduct, of scholarship and achievement of all persons of whatever race, religion or color. The Negro chemist, doctor, mathematician, teacher will be thrown into competition with people of every race and color for available jobs. Are we satisfied with present standards? Is *laissez-faire* the answer? Closely related to this question, too, is the problem of double standards within the school or college itself. Do we, even now, have two standards—one for the athletes and another for everybody else? In our recruiting programs, which do we go after with the greatest pressure, the biggest budget, the highest scholarships—the star halfback or the gifted scholar?

*Second: Can the college assist the high school in improving the quality and caliber of its teaching staff?* The inspiration, the impetus, the know-how, the determination to crash these barriers and invade the new frontiers must come largely from competent, enthusiastic and dedicated teachers. What part does guidance and counselling on the college level play in this process? Is the teaching profession now getting its fair share of the competent, the enthusiastic and the dedicated?

*Third: What is the function of the placement services on the*

*college campus?* Closely allied with the above problem is the matter of integrity in the placement services. Would it not be the wisest thing in some instances to say about a graduate seeking a position as a teacher, "This man would make a better farmer, but if you want him as a teacher, here he is," than to praise all candidates as "wonderful prospects"?

*Fourth: Can the college assist the high school by consulting, planning and working with the secondary school?* We should give some attention to the lines of communication between the college and the high school. In far too many instances the college has arrogantly assumed that it alone has all the answers. It has too frequently planned *for* the high schools rather than *with* them. Are these lines of communication in need of repair? If so, how shall we proceed?

I project these four areas of problems from the principal's point-of-view as he observes the college's responsibility in assisting the administrative personnel of the high school.

## STATEMENTS BY CONSULTANTS

### I

All state-supported institutions should consider themselves part and parcel of the system of education of the state.

### II

In the past schools have not been able to get too many brighter students to enter high school teaching. Perhaps this situation can be changed by emphasizing the attractive features of teaching to potential young scholars. Some of these attractive features are:

- (1) A teacher has his summers free to further his education in summer school or to engage in other enriching experiences.
- (2) A teacher's classroom is to a large extent his own domain where he is free to exercise his abilities and creative talents.
- (3) The teacher has the rare opportunity of guiding young people in the development of their intellect and personalities.

### III

It is to be hoped that North Carolina College and her sister institutions will help the public high schools to face the future



through a continuing interest in the training of teachers. Schools have always had this interest, and the trek of public school teachers to college campuses for the summer school is nationwide. It is hoped that this will continue to be the case. However, it is suggested that it might be well for college professors sometimes to go back to high schools for the purpose of experiencing the many and varied problems which high school teachers face.

For example, it would be good for a college professor of English to go back to the high school and teach a 10th grade class in English for a semester.

It is further suggested that it is desirable for the college-teacher trainer to visit the high school and stay for a while in the community where his trainee is doing student teaching.

#### IV

In recent years, there has been a definite increase in the number of junior high schools. If one examines the *Bulletin* that contains state standards for accreditation, he will notice that there are standards for the accreditation of elementary schools and standards for the accreditation of high schools, but there is nothing there concerning junior high schools.

The criteria for evaluating the junior high school in a system are the same as the criteria for evaluating the senior high school. In view of the differences in purpose, structure, and organization of these two units, it appears necessary to devise specific criteria for evaluating the junior high school. We need, therefore, to take a serious look at the appropriate type of organization which should obtain for junior high schools as distinct from the type of organization which should obtain for the senior high school.

A second look should be taken at the teacher preparation for the teachers in this unit. Many persons assume that elementary school teachers are better prepared to work in junior high schools. Others assume that high school teachers are better qualified to work at this level, and then there are others who believe that junior high school teachers should be specifically prepared for junior high school work—that they should be neither prepared for high school nor elementary, but specifically for that area.

Further, another look may be taken at the possibility of col-

leges providing consultative services and in-service education for junior high school people who are concerned with development of new criteria and reorganization of junior high schools.

## COMMENTS AND QUESTIONS

### I

Colleges in the State differ increasingly in their admission requirements. Some colleges differ with regard to the number of high school units required in particular subjects such as languages and mathematics. Some colleges are now requiring the College Entrance Board Examination for admission.

Should not some central agency be made responsible for informing all high schools of the different subject matter requirements for entrance?

Should not the college or the State Department of Education of the State, or both, see that information related to the College Board Examination is made available to all principals?

Is it not desirable for the principal who has a promising student to write directly to the President, Dean, Registrar, and/or teachers at the college regarding scholarships and loan fund opportunities for that student?

### II

Beginning teachers are inclined to enter the high school and use the same methods in teaching which they were exposed to in college.

Can the college impress upon the student the importance of using methods of teaching which are appropriate to the high school subjects?

### III

The practice of establishing placement bureaus in the various colleges is commendable. The principals of high schools find it very gratifying to be able to contact a specific source of information regarding prospective teachers.

In the interest of providing principals with comprehensive information about prospective teachers, should not the college placement bureau have available several sheets of recommendations from such sources as the applicant's major professor, the teacher-trainer, the dean, counselor and other officials at the college capable of evaluating the applicant's capability and fitness?

## IV

Knowledge has increased tremendously during the past decade. It has increased to such an extent that it is becoming difficult for an individual without serious effort to keep abreast of the changes in knowledge that are taking place. It is particularly important that administrators and teachers become aware of the need for keeping up to date in the subject-matter areas of the high school.

What are the procedures for cultivating the administrator's understanding of changes taking place in the subject matter field? What procedures are used by teachers for cultivating their understanding for the status of knowledge in their various subject matter fields?

In subject-matter fields where knowledge and techniques are undergoing constant change and revision, should not teachers be required periodically to return to school and to institutes for the purpose of keeping abreast of new and changing trends?

## V

The practice in some schools is to administer objective tests for the purpose of determining the ability and fitness of students for college work. In some instances, the earliest tests administered will reveal that certain students lack the ability to succeed later in college.

Is it necessary or helpful to administer standardized tests to students already known to be sub-standard simply because they happen to be on a given grade level?

In the light of the present emphasis on quality education, what should be done with these sub-standard pupils?

With the number of elementary and high schools increasing, and with the need for better administrators, would a principal be willing to permit a person with a high I.Q., one who scores at the 80th or 90th percentile on a National Teachers Examination, and who has had training in subject matter, to come into a school and work under his direction to get the feel of what school finance, working with teachers, and principalship are like?

### III

## The Pursuit of Academic Excellence

#### DISCUSSION QUESTION:

WHAT CAN THE COLLEGE DO TO IMPROVE THE QUALITY OF PREPARATION OF STUDENTS WHO ARE PROSPECTIVE TEACHERS AND ADMINISTRATORS?

*College Liaison:* Dr. G. T. Kyle, Dean, Undergraduate School.

*Discussion Leaders:* Dr. A. K. King, Director, Summer School, The University of North Carolina; Dr. Rose B. Browne, Chairman, Education, North Carolina at Durham.

*Consultants:* Dr. Nelson H. Harris, Director, Teacher Education, Shaw University; Dr. I. E. Ready, Director, Curriculum Study, State Board of Education.

*North Carolina College Resource Persons:* Dr. William N. Smith, Director Bureau of Educational Research; Dr. Leroy Walker, Physical Education; Dr. Eunice Newton, Education; Mr. James Parker, Education.

*G. T. Kyle:* Supervisors and principals are in an excellent position to judge their own strengths and weaknesses, as well as strengths and weaknesses of those whom they supervise. The teachers themselves are their own barometers for judging the high or low velocity of their output. These categories of persons when faced with the actual responsibility of supervising and teaching recognize what they should have learned from college and did not, as well as what they learned and that is now considered excess academic baggage for the positions in which they now function. Are there inherent in the standard college program for preparation of future teachers sins of omission as well as sins of commission? Thousands of young teachers are graduated yearly. Do they carry to their new assignment adequate academic equipment for the task which lies ahead?



The college can only consider revamping its program when representative numbers report either their personal experiences or their critical observations on the kind of job the college has done for the graduate.

*A. K. King:* Mr. Chairman, we have met here today to discuss the main theme, "The Pursuit of Academic Excellence." I interpreted this subject to apply specifically to the education of teachers, because our sub-topic is, "What can the College do to Improve the Quality of Preparation of Students who are Prospective Teachers and Administrators?"

Excellence refers to what someone has called exalted merit as opposed to inferior merit. Someone else has said that excellence is the opposite of inferior. There are two ways by which we could approach this topic of securing excellence in the preparation of students who are going into teaching: first, we might assume that there is some excellence or some degree of excellence that represents an absolute condition that exists at all times, in all places, for all people. There is a system of teaching in accordance with that assumption. Such a system was characteristic of the training of teachers in the old medieval tradition, the so-called doctor or teacher. The second possible approach is more modern and with a different view of excellence. It is relative looking toward an ideal toward which we hope that we will never achieve, because we want to be constantly moving the horizon further and further along as we achieve one set of goals after another.

The college can do a few things in general in the spirit of advancing toward this moving horizon of excellence. The most important thing any educational institution can do, whether it is a kindergarten or a graduate school, is to provide an environment that fosters excellence in effort, excellence in achievement, excellence in ideas, and excellence in practice. There is one thing we can always say about excellence; it does not come automatically when one sits still and waits for it to come to him. We have to want and to seek excellence. The environment that the college creates must be the concern of all elements of the institution: the administration, the faculty, and the students. Should the ideal of excellence be repelled by any one of these three, it would become



virtually unattainable by either of the other two. Excellence is an ideal that must be consciously sought by the community of scholars that we call the college. Furthermore, those who cannot adapt themselves to the environment of excellence that has been created must after a reasonable period of trial, be eliminated from the fellowship devoted to the pursuit of excellence. This elimination is almost mandatory, as cruel as it may be in some respects. To do otherwise, however, dilutes the ideal and tends to create an environment that is scornful of excellence and that repudiates devotion to the ideal.

There are certain things the college can do with reference to the education of teachers. I want to mention seven of those things:

First: *The college can clarify the scope of its mission.* If its mission is the elementary teachers' education and it is not prepared to expand beyond that scope, then it should confine its activities to the area in which it is competent to operate. It also can clarify the basic assumptions on which it operates. If it assumes that all teachers should be genuinely learned persons, not learned in a pedantic or scholastic sense, but learned in a genuinely humane tradition, then it should operate in accordance with that assumption. It can clarify its beliefs and guide its activities in accordance with its beliefs. If I had more time to illustrate this point, I believe you would see that any operation devoted to the education of any specialized group must be guided by specific and accepted goals and ideals, if the operation is to be understood by the students for which it is intended or by the instructors who participate in the program.

Second: *The college can organize itself for the effective administration of teacher education—for making policies.* If the education of teachers is everybody's business, then it comes to be nobody's business. It is the obligation of an institution to see that there is a group responsible for making policies and that there are dedicated and effective officials responsible for executing those policies. A leaderless and chaotic operation certainly cannot keep efforts organized in the direction of excellence.

Third: *The college can follow an effective program of guiding students.* Guiding students involves selecting and determining those to be retained. Long ago Shakespeare made the statement

that you cannot make a silk purse out of a sow's ear. And as soon as you discover that you have a sow's ear on your hands in a professional education operation of the kind to which we are referring, appropriate steps should be taken. Students need advice and counsel and guidance. They need to have the ideals of excellence held before them. They need to be given encouragement and they need to be set a good example.

Fourth: *The college can provide a faculty dedicated to excellence.* This does not mean solely excellence in methods of teaching foreign language or excellence in freshman composition but excellence in the sense of providing that broad general humanistic experience which undergirds special and expert competence for carrying out a specific teaching operation in a subject-matter field. After all, teaching is a double-edged sword; if you know all the subject matter in the world and are unable to focus it on the attainment of objectives, you are futile. If you know all of the tricks of the trade and have nothing to teach, you also are futile. Therefore, a faculty of excellence for general education, for special education, and for the professional education of teachers is indispensable.

Fifth: *The college can provide a curriculum of excellence.* We need it in the college at a specialized level; we need it in the college at the professional level; and we need it for a considerable number, much larger than we had once believed, at the graduate level.

Sixth: *The college can provide laboratory and field experiences of excellence.* If one is to carry out a mission, he has to be able to carry it out in an actual concrete situation. Laboratory experiences have been considered an essential of not only teacher education but of all varieties of education for the last 200 years, and we are just beginning to bring them into practice in a vital sort of way in the field of teacher education.

Seventh: *The college must be equipped with facilities for excellence.* Facilities for excellence in the field of education mean much more than a handsome building; they mean much more than laboratory equipment installed; they mean a great deal more than reading rooms in libraries. They mean, among other things, a vital and growing library. The library is very much like an indi-

vidual. If it is arrested in its growth for even a short period of time, it begins to atrophy, it begins to die. Laboratories that are not used and facilities that are only window dressing are really antagonistic to excellence. Facilities for excellence are excellent only if they are used and only if they are present for something more than for exhibition. Facilities mean more than classrooms; they go beyond classrooms and into the realm of living space when you bring together hundreds of young people. The act of living together should be educative for excellence. Unless you have the facilities to inspire students to live in a way that would teach them not only to desire a better way of living and a better way of doing things but actually to practice those things, you cannot expect excellence.

*Summary:* An institution must provide a climate in which the work of excellence can occur. It must be motivated by stern and rigorous purposes that delineate the scope of its operations and the way in which it carries out these operations. It must have a guidance program that will bring into teacher education those students who are suited for that purpose and will leave out of the operation those who are not suited. It must have a faculty throughout the institution that can operate at the level of excellence. It must have a curriculum that is in harmony with modern civilization and the trends of modern life. What is progressive in one generation may be highly reactionary in another. It may come as a surprise to you to know that one of the most progressive operations was the Latin-Grammar School in its day. The goal of keeping our curriculum on the leading edge of exploding knowledge is one that we must be devoted to ceaselessly. The provision of laboratory and field experiences and the provision of facilities that will undergird a teaching faculty and a curriculum are, of course, indispensable. I was talking with a faculty group recently after I had participated in an evaluation, and someone said, "Tell us, have you found anything wrong with us that you think you can correct?" I replied, "I didn't find anything wrong with you that couldn't be corrected with ten million dollars." You may have been thinking while I was talking that my remarks were visionary, that they call for at least ten million dollars. That would be a small price to pay for excellence.

*Rose B. Browne:* I am thinking in terms of two key words in the subtopic for this afternoon, "What can the college do to improve the quality preparation of students who are prospective teachers and administrators?" I have taken the words "improve" and "quality." I think many of you have read that in the early history of medicine when the student had to do his experimenting on the human body and when the securing of the bodies for experimentation was the responsibility of the student, the students would reportedly go on the street at night and just snatch people and carry them off so they could have cadavers for classwork. Every once in a while, as we operate in a school such as this and get several dimensions of incoming students and watch them step about, we wish that we could snatch certain ones of them, not to make cadavers of them but to make living, growing, developing people of them. When we approach many young people and talk to them about teaching, they say, "No, I don't want to be a teacher. I wouldn't be a teacher." I say, "Why don't you want to be a teacher?" "Oh, I just don't want to be a teacher." I think if we are to improve the quality of preparation of students for teaching, we will have to work very hard to improve the quality of the people we have to begin with.

In September or October of the senior year, some begin asking, "Do you think that I could get in enough education to get a certificate?" When I remind them of their previously expressed attitude toward teaching, I say, "I thought you didn't want to teach." The response, "Well, I don't, but I haven't got high enough grades, and I was just thinking that if I could get my education courses in, maybe I could get a "B" certificate and I could teach." In other words, some of them say, "I do not want to teach, but since it appears that I am not qualified to do anything else, I will teach." How can we attract the kind of people we want, not just their bodies, how can we capture their minds?

We capture the imagination of students by being a desirable image of a teacher who is concerned with teacher training. We must be reasonably well adjusted; we must be well dressed; we need not look as if we were in an Easter Parade, but we should look like successful, well-adjusted, happy individuals who have found our work and love it. That teacher must be well informed; he



must be master of the communication skills; must be able to communicate ideas in well chosen language, and must be thoroughly familiar with the vocabulary of his craft. He will have to know in order to be able to communicate ideas about how we have arrived at the point at which we now find ourselves.

The story of the development of western civilization is a challenging story, and a knowledge of it invites the teacher into a process of coming from and going to unknown limits. The teacher must be able to involve these younger people through her communication skills into participation in that demanding process. Now who would want to join a crowd whose members are forever quarreling with each other, quarreling with conditions under which they work, and with the people with whom they work as team members? If we are to improve the quality of preparation, we will have to improve the type of people we are able to select. Now after we have them manifesting some interest in teaching as a profession, we will have to do all the things cited by my colleague—and maybe a few more.

The student must know what excellence is and how to achieve excellence. He will have to know the difference between a mediocre job and a job that is entitled to be called excellent. This means that we will have to invite him into experiences in which he learns how to listen to people who are good at manipulating ideas, and who can and will help him tease out some of those ideas and take a good look at them.

I had an experience this week which I shared with a colleague who was surprised that I was so naïve. I gave a question on a test, an open book test, which stated that present conditions in Louisiana point up the need for federal aid to education. I stated that the principle under discussion here will be found on page 70 in the textbook and the textbook was open. A teacher of some experience said, "Well, it doesn't say anything about Louisiana." This student had not learned to use the power inherent in a basic principle.

Whether or not we like it, there are many people who are thoroughly capable of excellence of performance who are not performing on any level that could be called excellent because what they are doing has been evaluated as excellent up to that time.

Mediocre performance has resulted in excellent grades and high evaluation. Now when we get these students, we have to manifest that we understand what we are trying to do. For example, in the prologue to the *Canterbury Tales*, Chaucer said that the "parson practiceth what he preacheth and learneth what he teacheth."

Now we learn or try to have a student learn a great deal about where he is. We talk a great deal about finding past experiences, about gearing into the growth of the child wherever he happens to be, and moving from there in terms of his own capacity or potentials. The college teacher will find many undereducated students who have the potential for learning, but he will never recognize this potential unless he practices pupil development in his own classes.

The act of teaching implies behavior on the part of the teacher that elicits responses by the student that result in learning and the acquisition of knowledge. Those of us who are concerned with developing excellence must be something that will inspire people, and we must learn how to find out what a student is capable of becoming and then behave in such a way that he acquires the knowledges and behaviors that would result in his developing to the limit of his own capacity. Then we will have the courage, it seems to me, to say, "Now you are a mighty fine student, but you are not quite good enough."

There's a yellow envelope that they pass out at Harvard every once in a while that puts you out of that college in a gracious way. The statement is to the effect that you are a fine and capable young man; the Institution plans to keep a thousand freshmen and it has a thousand who come nearer to our standards than you do. We'll be glad to send your transcript to the school of your choice. You are out but you are not offended.

If you get into one of our colleges, particularly the colleges planned mainly for teachers, you are likely to get out and likely to get out with the certificate, the "B" certificate or some other certificate, and teach. Now you, the people in the field, will have to help us by being more objective in your grading before they get here, by helping to build sentiment in favor of excellence rather than commiserate with parents upon whose children we are about

to ask to withdraw. You can provide an opportunity for your students to be encouraged and warned as they pursue the excellence that they have accepted as their goal during their period of training.

To summarize the two points I have attempted to handle: to improve the quality of training afforded prospective teachers, the college teacher should be the kind of person who attracts people of quality to the profession, and whose teaching involves knowledge of the pupil, of method, and of the qualities that were mentioned by my colleague. The end results desired are knowledge and behaviors on the level of excellence that graduates can use as craftsmen to keep the continuous process of improvement going.

## STATEMENTS BY CONSULTANTS

### I

Colleges and Universities serve as institutions of higher learning, centers for the production of quality teachers, and this production may be best achieved by the institutions':

1. Rededicating themselves to the pursuit of excellence in all phases of the educational program;
2. Providing scholarly dedicated teachers and administrators who promote sound scholarship, excellent student performances, high ideals and values, and a burning desire to strive for excellence;
3. Providing an atmosphere that encourages high morale and serves as a motivating factor in the production of inquiring minds, imagination, curiosity, creativity, and a drive for high achievement;
4. Evaluating subjects and activities in terms of their educational value.

### II

The greatest service our institutions of higher learning can make to our society is that of identifying, recruiting, and training some of our most talented youth for the teaching profession. The screening criteria should be: (1) interest, (2) attitude, (3) ability to work with others, (4) communication skills, (5) mental health, (6) physical fitness, and (7) scholastic aptitude.

College subject-matter teachers should encourage their good students to give fair consideration to teacher training.

### III

All experience is education, and the purpose of the school is to provide, or help create a situation in which we can bring about desirable changes in the way people think, and, therefore, behave. The institution has to pick and choose the type of educational experiences that are most appropriate to its educational function.

Colleges and universities should expose those preparing to teach to a wide program of liberal and general education with emphasis on breadth and then depth of specialization in one or two subject-matter fields.

The preparation of teachers involves not only schools and departments of education but also other academic disciplines. Subject-matter specialists and persons in professional education must approach the task unitedly and cooperatively, fusing activities and subjects.

Professors of education and subject-matter specialists must experience close and continuous contacts with elementary and secondary teachers as a means of developing better understanding of their problems, methods and characteristics, interests, and needs of the boys and girls who will eventually enter colleges.

Student teaching is a rich culminating experience which has been preceded by varied, guided, and meaningful experiences with children. Some of the significant trends are:

1. Increasing the amount of student teaching to a full day for a period of a quarter or semester.
2. Providing concurrent or post-student teaching seminars or both.
3. Increasing interdepartmental responsibility for student teaching.
4. Making special method courses more meaningful to prospective teachers by relating them closely to student teaching.
5. Decreasing the number of isolated method courses.
6. Improving the quality and scope of laboratory experiences preceding student teaching.
7. Accepting the supervising teacher as the key person in the teacher education program.
8. Exposing student teachers to wider classroom and school experiences.



9. Searching increasingly for more reliable and valid means of evaluating student teaching.
10. Giving student teachers wider experiences in the use of audio-visual aids before and during the student teaching period.
11. Using off-campus student teaching situations more extensively as a means of giving prospective teachers a fuller picture of the responsibilities and activities of a teacher. In such situations, students live in the community and have opportunities to participate more fully in school-community activities and projects. Such an atmosphere tends to make student teaching an experience that reflects a more complete picture of things to come.

#### IV

A philosophy of continuous teacher growth places the responsibility of furnishing adequate in-service training facilities upon our college and universities, the public schools, and the State Department of Education. In-service training may be achieved through: (1) Extension courses, (2) summer school programs, (3) workshops, and (4) panel discussions and like experiences. These should be provided with the full cooperation of subject-matter specialists, personnel of public schools, and departments of education.

### COMMENTS AND QUESTIONS

#### I

No educational system can be better than its teachers. It is the responsibility of the college to prepare competent teachers who are responsible for projecting educative experiences which are essential for providing students with the broad background needed.

Should a college send out a person to teach a subject in which he is not superior? Can an inferior teacher challenge the superior student to achieve excellence?

Might not the college appear more logical in its pursuit of excellence if teachers are given objectives based upon spiritual values as well as upon subject matter?

Should not the college stimulate the student and the public to want excellence, and to know what excellence is, and to be able to recognize it when they see it?

Although excellence is a relative thing, is there not some excellence in teacher education that is absolute?

## II

Education is not merely the imparting of knowledge but the cultivation of certain aptitudes and attitudes.

Does not the prescribed, contained curriculum handicap the teacher as well as the student in the attempt to be creative in the pursuit of academic excellence?

## III

The curricular approach to learning tends to imply that meeting predetermined requirements, when and exactly as stipulated, the student will emerge from the school as a competent teacher.

Is there not often considerable discrepancy or lag between what the prospective teacher is presented in theory and how he actually behaves when in a practical teaching situation?

A competent teacher cannot be prepared in four years. In-service training is an important part of teacher education. Should not the state provide released time for teachers who wish to improve through on-the-job training?

In the opinion of some educational specialists, in-service training is an important part of teacher education. Further, some specialists assert that a competent teacher cannot be prepared in four years. Should not, therefore, the State provide some released time for teachers who wish to improve through in-service training?

## IV

# Saving the Academically Talented Student

### DISCUSSION QUESTION:

WHAT IS THE BEST METHOD FOR IDENTIFYING, DEVELOPING, AND MOTIVATING THE GIFTED CHILD?

*College Liaison:* Dr. Charles Ray, English.

*Discussion Leaders:* Miss Ella Stephens Barrett, State Supervisor of Guidance Services; Dr. C. Douglas Carter, Director of Special Education, Winston-Salem City Schools; Mrs. Alice Solomon, Counselor, Wake County Schools, Raleigh.

*Consultants:* Dr. E. A. Cameron, Professor, Mathematics, University of North Carolina, North Carolina Commission to study the Public School Education of Exceptionally Talented Children, The University of North Carolina; Mr. H. E. Brown, Principal, J. W. Ligon Junior-Senior High School, Raleigh; Mr. A. H. Anderson, Principal, Atkins High School, Winston-Salem.

*North Carolina College Resource Persons:* Dr. Marjorie Browne, Mathematics; Dr. Carol Bowie, Psychology; Dr. Albert Berrian, Romance Languages; Dr. Joseph Pittman, Education; Mr. William Holloway, Counselor; Miss Shirley Jones, Education.

*Charles Ray:* The identification, care and feeding of the gifted youngster constitute a problem that has attained crisis proportions in the wake of amazing exploits in science and technology. This student: "He is one of the million and a half academically talented boys and girls now attending our secondary schools. He is in the upper 15 to 20 per cent of the secondary school students in the United States—he is a rapid learner, a good organizer, and a skillful thinker; as a rule he is above average in his reading skills. He is probably creative, curious, persevering, and capable of profiting by unusual academic challenges. But he may not be easy to identify (*N.E.A. Findings and Educating the Gifted Child*)."

It is reported that 200,000 youngsters with above average capacity drift out of the education stream by not going to college. There is full agreement that these problems above exist but no where is there an answer to the urgent questions facing the parent and the educator.

**Specific Questions for Discussion:**

What is the best method of identifying the gifted child?

What is the best program through which his talents can be developed?

What is the best program to motivate him to go on to college?

*Ella Stephens Barrett:* In order to provide a framework of reference for the presentations that follow, I believe it would be of interest to consider briefly the backgrounds of the forces that have given rise to the present discussion. For centuries men have been concerned with trying to provide appropriate educational programs for all youths. These efforts have been persistent and they have reflected the changing concepts of a dynamic society. In the modern age, for example, the changes have followed the findings of the researches in the psychology of learning which emphasize individual differences. New techniques for studying individuals have been developed and new concepts of education have emerged.

These changes in educational theory and practice are best seen as part of a movement which focuses on the full development of every boy and girl. Guidance practices, which have been afforded each student to discover and develop his talents and abilities in the interest of greater satisfactions for himself follow developments of our democratic society. Efforts to implement this theory of guidance have led to new programs suggested by terms such as vocational education, special education, life adjustment education, electives, and crafts. Underlying all these programs has been the concern for the child and his individual needs.

The schools of yesterday, characterized by a one track program designed for preparation for college, have become relatively outmoded with the introduction of multi-purpose high schools. Considerable progress has been made in these schools in providing opportunities for the development of the talents of all individuals. These schools have not provided all of the answers but their efforts



are evidence of the fact that we are continuing to experiment with fundamental concepts and practices which will ultimately furnish bases for future development.

Perhaps the greatest value of the new movements in education is their promise that educators will not become satisfied with present practices, for these movements foster and encourage exploration of new ideas and practices. Thus, it appears that the current emphasis on the talented or gifted student should be accepted by educators as a reminder of their commitment to the full development of every individual and of their obligation to examine their progress in this direction.

Although the launching of Sputnik dramatized our neglect of many talented students, the record clearly indicates that there had been a growing concern about the neglect of gifted children for at least the past decade. The author of an article on "Gifted Children" in the *Manual of Child Psychology for 1946* observed that the gifted, the potential leaders, the makers and creators, are usually left to develop their own skills in their own way and in terms of personal initiative alone. In 1951, another writer, in *The Gifted Child*, said the United States might not produce enough leaders in the future unless the home and school cooperate more effectively to foster the full development of their potentially talented students. Numerous studies in the past decade have called attention to the dangerous situation caused by the large number of students who drop out of high school and who do not enter college. Additional studies attest to the great leadership needs of our nation in the years ahead. The total impact of these factors has led to the inauguration of many movements and programs by several organizations to encourage full development of our talented youth.

Some of these efforts to utilize the potentials of our talented youth have been the early admission program for superior high school students sponsored by the Foundation for the Advancement of Education, the Advanced Placement Program, the National Merit Scholarship, Science Talented Research, and more recently, the National Defense Education Act. Generally educators have welcomed these programs as needed parts of a multi-faceted effort to improve the lot of all children in the school. There is concern

not only for the academically talented student, but also for students with other kinds of talent as well. Providing a balanced educational program which will best meet the needs of all students is a challenge facing educators today. Author John Hersey warns, "It is time to restore perspective to our view on help for the gifted."

Just now the gifted child is in fashion and in a little danger. Contemporary events have created an immediate and pressing demand for all kinds of technicians. Our school systems have reacted almost hysterically in trying to meet these demands and pressures virtually overnight. This situation explains the rush to produce efficient, highly skilled and dependable, ready-made talent for a scientific economy. Today's pressures may in time pass, together with the distortion of perspective that these pressures are creating. What is needed is the kind of perspective that will remain relatively flexible and capable of adjusting to the natural dynamism in our society. Thus, the natural uncertainty that we feel about trying to develop talent is only one part of one of the great unsolved problems in American education. This is the problem of having every child realize his potential.

What, then, are the issues underlying the school's academically talented? First, what is meant by academically talented students? How do you identify such students? And for what purposes do you identify them? Second, in a public school which is dedicated to the development of each individual, how can we provide educational experiences commensurate with the abilities of all boys and girls while continuing our emphasis on provision for the academically talented? How do you motivate all students to take advantage of educational opportunities?

It seems to me that these are the three issues with which our panel will be primarily concerned.

*Douglas Carter:* I address myself to the first question: What is the best method of identifying the gifted child? Programs for gifted children exist throughout the United States, varying greatly in their approaches to meeting the needs of gifted students. Any program, to be effective, must have as its primary objective the meeting of the needs of each individual; therefore, no one curriculum can be formulated to fit every situation.

The philosophy established to guide the program for the gifted should be in consonance with that of the rest of the school. A thorough study should be made to ascertain what the school is already doing to meet this challenge. Each of the various approaches should be studied in the light of local resources and attitudes, and the one most nearly fitting the needs of the individual situation should be employed.

We believe a good workable philosophy should be based upon the following beliefs:

1. A program for gifted children is, first of all, conservation of our greatest human resources.
2. Every child is an individual with various abilities, aptitudes, and needs.
3. In a democratic society, we must give every student an equal opportunity to develop his capacity to learn.
4. An educational environment should be provided so that each child may reach his maximum potential in every area.
5. The program emphasis should be on enrichment rather than on acceleration.
6. Depth is emphasized by the promotion of the realization of the value and importance of the application of intensive study. Here should also be provided a variety of experiences, or experiences at a more advanced level, to match the higher level of ability of the child and his greater variety of gifts, rather than adding more of the same type of work.
7. Breadth in the program should be provided by work in areas such as the arts, music, creative writing, foreign language and industrial arts which are not explored ordinarily by the average child.
8. The pace or tempo of teaching should be commensurate with the child's ability to absorb and move within an enriched program.
9. A balanced program should be provided for the child, consisting of emphasis on character, intellectual, emotional, social, cultural, spiritual, and physical growth.
10. Students selected for a program should possess superior

intellectual ability and be capable of performance that is above average for the grade.

11. Parental consent and approval should be obtained before a child enters such a program.
12. Children should in no way be exploited because of their intellectual ability.
13. In a good program continuity should follow through the elementary school, the secondary school and the college.
14. Continuous evaluation and revision should be an integral part of the program.
15. An effective program for the gifted children will bring about an enriched program for all children within the school.

### Identifying the Gifted

Listed below are criteria and guidelines which we feel are vital in the process of identification and selection.

#### Preliminary Identification:

1. A system-wide group mental ability and achievement testing program.
  - a. All children attaining a group intelligence quotient of 125 or more should be screened for further consideration.
  - b. All children attaining a score of two or more years in advance of their grade level should be screened for further consideration.
2. Teacher judgment.

The first grade teacher should begin locating the gifted. Every teacher should pass the information she obtains to the succeeding teachers.

There is a need of in-service training for teachers to help them more accurately identify gifted children.

Teachers should be taught to use various means of identification. These may include cumulative record folders, cumulative reading records, anecdotal records, compositions, autobiographies, questionnaires, diaries (these are to be kept for a day or two and should be checked for evaluations, selectivity, interpretations, opinions, and attitudes), sociograms, and social histories.

The teacher should always be cautious in her judgment and



should not overrate the child who is talkative, neat, pretty, friendly, and obedient. She should also beware of confusing achievement with intelligence, alertness with brightness.

3. The environmental conditions may be as follows: the child may live under almost any circumstances, and be anyone's child.
4. There are certain characteristics of the gifted child. Some of these are possession of a high level of both innate and developed intelligence, he is creative, may have special aptitudes (talents), uses critical judgment, has a longer span of attention, understands and follows directions better, can relate his thoughts fluently, is usually a good citizen, learns through mistakes, likes to be a leader, is easy to discipline, does not boast, is seldom teased by others, possesses a lot of common sense, has a good memory, is curious, quick to solve problems, has early interest in words, desires to read before he is five, has a large vocabulary, reads more than other children, develops ability to manage his own time, shows less sex preference in choosing playmates, tends to be unselfish, is usually sympathetic, has a good sense of humor, prefers older companions, shows more forethought than the typical child, likes friends equal in mental age, is persevering, needs encouragement to participate in group games, is self critical, is usually more sensitive to approval and disapproval, and tends to be stronger, healthier, taller and heavier than average.
5. Parents' opinions (the story of babyhood and childhood).
6. In appraising the maturity of the gifted, you must consider the social adjustment, emotional adjustment, and the sense of responsibility.
7. Classmates—young people usually know which classmates are truly bright.
8. Interests.
9. The maladjusted candidate. Look for social or emotional maladjustment, poor school achievement and adjustment, immaturity, overly ambitious parents, indifferent parents, frustration, delinquency, and resentment.

#### Psychological Evaluation:

After the preliminary identification has been made of these potentially gifted children, it is suggested that an individual psy-

chological examination be given each child. This examination will consist of:

1. A thorough study of mental development as measured by clinical psychological procedures—this should include a precise clinical intelligence quotient, and the determination of specific levels of mental growth. A high vocabulary level should be sought, along with an exceptionally good knowledge of abstract words and abstract concepts. Visual and auditory memory should be expected to be at an advanced level also. Special weaknesses in the areas of comprehension, judgment, reasoning, etc., if any, should be noted.
2. A personality evaluation. If enrollment and facilities are limited, first preference in a gifted child program should be given to those children who reveal good maturity, security, stability, and interest. However, we should early become vitally concerned with those who exhibit severe maladjustments resulting in under achievements.
3. An interview. This portion of the psychological examination should be devoted to gaining a picture of the child's overt behavior characteristics, his interests, his hobbies, dislikes, and likes.

### Limitations of Tests

It is often found that group testing, both of intelligence and achievement, has many limitations. Gallagher gives these comments:

<i>Methods</i>	<i>Limitations</i>
Individual Intelligence Test	The best method, but expensive in use of limited professional time and services. Not practical as general screening tool in schools with limited psychological services.
Group Intelligence Test	Generally good for screening. May not identify those with reading difficulties and emotional or motivational problems.
Achievement Test Batteries	Will not identify under-achieving gifted children. Otherwise, some limitations as group intelligence test.

The Stanford-Binet Intelligence test is one frequently used in individual testing. This test gives very valuable information, especially where high verbal ability is being evaluated.

The Weschsler Intelligence Scale is another individual intelligence test. This test is particularly valuable when both verbal and non-verbal scores are wanted.

The Arthur Point performance scale is an individual test that may be used to good advantage when non-verbal ability needs to be especially considered.

The Rorschach should be used for special cases when personality factors are in doubt.

Maximum obtainable I.Q. scores on various tests vary considerably; therefore, care must be taken in interpreting these results.

### THE ROLE OF THE SCHOOL

It is a major duty of school personnel in positions of educational leadership to have acquired, through professional training and rich school experiences, the knowledge, wisdom, and dedication necessary for providing their community with the best possible school system. Being thoroughly familiar with the financial, industrial and human resources available locally, the educational leaders should organize and effect a school system which provides maximum opportunities to insure the optimum development of each child of school age. An effective program of identification throughout the school structure would employ such instruments as intelligence tests, achievement tests, aptitude tests, school records, teachers' and parents' judgment.

Once the incidence of gifted and talented pupils in the school is ascertained, the next step is to organize and put into effect a program which will most nearly bring to fruition these innate abilities.

The selection of the approach which the school will make in organizing this program should, to a large extent, be based on the attitudes of the nation, the local community, the student body, the gifted or talented student, the faculty, and the parents of the gifted.

The administrative and classroom modifications employed to

provide an adequate program for the gifted should fit within the general aims and objectives of the school. The type of grouping and selection of enriching *and additional* experiences must be sound pedagogy and based on a realistic estimate of the community's capability for support.

It is a further responsibility of school personnel to interpret the results of their findings to those groups whose attitudes were originally considered to be significant. Careful attention should be paid to molding desirable reaction to the program among these groups.

Passow, in *Planning for Talented Youth*, states that program planning should be concerned with these three basic goals:

1. Self-realization of the individual
2. Increase in productivity of the talented in school and adult life
3. Increase in the national reservoir of talent

Perhaps the most controversial issue in education today is that of the pros and cons of the various types of groupings. Actually each approach has its good and its bad aspects. The major responsibility in effecting an excellent program lies with the dedication and effective productivity of the teacher rather than with the superiority of one type of grouping as opposed to the others.

The three major efforts generally utilized to meet the special needs of gifted students are (1) enrichment in the regular classroom, (2) ability grouping of one degree or another, and (3) acceleration. The organization decided upon by any one school should be carefully chosen in terms of findings of research and the desires of the community.

Regardless of the type of organization employed, the school is primarily concerned with furnishing an enriched school climate wherein talent is nurtured and stimulated. The possible directions toward which various enriching experiences should aim are breadth and depth. The school should also present a program which teaches the academic skills and imparts that knowledge which is basic to a good, well-rounded education. The curricula should remain flexible to meet the changing needs of the individuals.



The most important prerequisite of a successful program for the gifted is the wise choice of teacher personnel.

Some of the qualities necessary in a teacher of the gifted are: high intelligence, great personal vigor, special aptitudes, deep knowledge of one's own field, broad knowledge of related fields, productivity in a creative area, sensitivity to creative expression of students, flexibility of standards, acceptance of differences and original ideas, and warmth and friendliness toward students. The teacher must not be a perfectionist.

The school should establish periodic and objective means of evaluating the effectiveness of its identification techniques and of the extent to which the enriching program is fostering both the maximum and optimum development of each student.

### THE ROLE OF THE PARENT

The role of a parent in promoting optimum development in the life of a gifted or talented child is basically the same as that of a conscientious, effective parent of an offspring of any other level of ability. Perhaps the greatest and primary concern of parents should be the establishment of a home environment based on love, mutual interests, security, and trust. The physical health of each family member should be protected in every way possible. The parents should dedicate themselves to providing a home which contributes fully and widely to the many and varied needs of the individuals living there, to each according to his own needs.

During a pupil's entire school career both parents should maintain close, cooperative, helpful and understanding, but evaluative, contact with each school official who has any major responsibility in his child's life. He should familiarize himself with the school curricula and with the extent to which his child is profiting from it in relationship to his capability for so doing. The parent should be able to place a great deal of trust in a good school and its personnel. Whenever this is so, he should be ready and willing to accept their evaluations and carry out their recommendation.

The parent who is not only blessed with a normal child but who has been doubly blessed with a child richly endowed with either a creative talent or outstanding intellectual capacity has all of the afore-mentioned responsibilities and privileges but perhaps to a

deeper and greater extent. Meeting all the needs of such a child will necessitate greater understanding and effort on the part of his parents. His many and varied interests, his burning curiosity, his omnivorous devouring of informational materials, his need for great numbers of rich experiences and vast amounts of resource materials will tax the capability of almost any parent to satisfy them adequately. If any given parent can be said to have responsibility for providing for each child to the extent to which that child can profit from such opportunities, then we are justified in presuming that his contribution to his gifted child, if adequate, must be at least "broader and deeper," if not higher.

Two questions frequently of vital concern to many parents are:

1. What school placement should be made in order to assist the child in adjusting to transferring from a class for the gifted to a regular classroom?
2. What approach should be used in helping a gifted offspring know and accept normally his "giftedness"?

### GENERAL CURRICULAR AIMS

The matter of what to teach the bright child does not differ greatly from the curriculum necessary for all children. The state course of study should be followed with enrichment in breadth and depth added to meet the needs of the bright child. The fundamentals of each subject should be taught thoroughly. The basic skills and tools of learning are essential to all children. The Language Arts are especially important to a gifted child and should be taught in an effective manner. Gifted children more often have difficulties with the arithmetic fundamentals than with other subjects; therefore, arithmetic skills should be stressed.

The bright child often dislikes drill and is most impatient with routine. It is advisable to adapt methods of instruction that involve meaningful drill to obtain competency in the basic skills. A flexible schedule should be maintained with such a group. Some schools add typewriting and/or a foreign language to the curriculum.

These special interests may also be cared for and challenged by clubs, cross-section groupings, or intra-class groupings. The

sciences, such as a general science course, chemistry, or biology, may be introduced at an earlier level for bright children. It is suggested that when there is homogeneous grouping in the junior high school, the offerings for the bright children in science and mathematics be stepped up, thus enabling a child to take more subjects before he has completed his high school course.

It is also suggested that in the secondary schools the bright child should take college preparatory courses, special honors or seminar classes, and be given the opportunity to do major work in art or music as well as in mathematics and science.

Seminar classes and the unit approach seem to be better methods to employ in teaching these bright children.

Guiding children with whom we associate is a major responsibility of parents and school personnel. Some worthy objectives of a good guidance program might be:

1. Recognizing early and understanding the abilities and needs of the gifted child in any group, without individual publicity or embarrassment.
2. Providing the experiences in home, school and community that study of the child shows to be desirable and necessary.
3. Making connections between the resources available and the individual's needs.
4. Helping the individual to progress with satisfaction in the suitable program selected.
5. Helping each child to develop a concept of his most acceptable self and his responsibility to society for his gifts.
6. Encouraging him to move toward the goal of emotional maturity.

In conclusion, let us look toward the future to see what these gifted children will contribute to the world of tomorrow. Will they use their intellects and their talents to strengthen our democratic way of life? Will they assume leadership roles in bringing about understanding and world peace? Will their lives be worthy of God's gifts to hold?

*Alice Solomon:* The second question faces us: *What is the best program through which his talents can be developed?*

Once the academically gifted students are identified, the task of the school becomes important. We must realize that these gifted students are both assets and responsibilities. Today, education is being challenged to develop leadership for the future. Therefore, plans must be made for initiating a program to challenge the abilities of these students. The interest and support of the entire school faculty will be needed. When teachers understand the purpose of the program and participate to some degree in planning the program, they tend to be less critical and will give enthusiastic support to the planned activities.

Some teachers feel that they have an obligation to help these academically talented students to profit from education and are very anxious to provide the best methods of teaching them. But we still have teachers who think that the gifted students can do their own work with minimum help and, therefore, very often they will spend most of their time helping those students in the average and below average groups. The academically talented students also deserve their share of the teacher's time.

Several different plans of making special provisions for the academically gifted students are now in use in many schools. No one plan or program can be recommended as being best suited for a school. Each school should set up its own program through which these students can develop to their fullest in order that they may take their leadership role in society.

Program planners should give attention to the following types of programs for the academically talented students:

1. *Special groupings*: Some forms of grouping have been used universally—entrance to kindergarten, reading groups, slow learners—and these are but a few. Why not ability grouping?
  - a. *Heterogeneous grouping*: This type of grouping is used widely since so many of our schools are not large enough to have complete homogeneous groups. Cluster grouping of children according to abilities within the regular class is used.
  - b. *Homogeneous grouping*: Grouping of this type may be used for a part of the school day. Separation of students



in mathematics, science, foreign language and some parts of English will increase. The practice of keeping these talented students together all day will gradually disappear.

- c. *Natural grouping*: The academically talented students have a tendency to elect courses in the curriculum that will automatically group them together.

It is generally felt that grouping provides some opportunities for challenging superior students.

- 2. *Acceleration*: Students are allowed to complete their education in less than the usual time. Some common procedures are:

- a. Early entrance into school.
- b. Skipping an entire grade.
- c. Doing advanced work for advanced college standing.

S. L. Pressey, professor of psychology at The Ohio State University, has stated that the gifted whose education is accelerated not only do excellent work and adjust well but tend to have more successful careers than those advancing more slowly.

- 3. *Enrichment Programs*: These programs or activities substitute beneficial learning for needless repetition or even idleness. The general objectives of enrichment are:
  - a. Deepen the understanding of subject matter.
  - b. Increase the level of certain skills.
  - c. Develop a wholesome desire for learning.
  - d. Challenge the full use of abilities.
  - e. Encourage initiative.

There are many types of enrichment programs. A few are listed below:

- a. *Additional work*: This means to study a subject in more detail than the rest of the class.
- b. *Creative work*: Writing, art, and science.
- c. *Reading*: A collection of books in the classroom in line with the interests and abilities of the talented students.
- d. *Hobbies*: Many hobbies are related directly or indirectly

to some of the subjects in the curriculum (encourage these hobbies).

- e. Reports: Oral reports to the class, written reports, book reviews, research topics and term essays.
- f. Debates and panel discussions.

The purpose of enrichment is not to replace the curriculum but to add to it.

- 4. *Special courses*: Offering challenging courses on the advanced level to the academically talented students in the senior high school has challenged their intellectual abilities.

These special courses allow students to complete work for advanced placement in college.

- 5. *Guidance*: A strong guidance program whereby students will have an opportunity to develop to their full potentials.
- 6. *Special activities*: Talented students who share a common interest not only stimulate each other but often inspire their teachers to extraordinary professional effort and accomplishment, according to Dr. Subarsky, chairman of the department of biology at Bronx High School of Science. Teachers will want to be sure that the time and effort a pupil puts into special activities do not keep him from making regular progress in all of the subjects of the curriculum.

Some special suggested activities are:

- a. Honor club: Reward scholarship with special recognition. Students who work in a setting where scholarship is respected become adjusted to the idea that academic success is an honorable thing.
- b. Literary club: Provide opportunities for earlier and more independent and creative work.
- c. Science club: Encourage students to invent new approaches to science.
- d. Assemblies: Afford many opportunities for the development of ability to appear before large groups.
- 7. *Special teachers*: The choice of the best teacher for academically talented students might be a problem at times. The

teacher must have great vitality, a sense of humor, and enthusiasm. He must have an open mind to new methods, and he must be willing to experiment in order to satisfy individual needs. He should have a broad educational background. He should be a well-adjusted person and should have a deep love for children. He must be a specialist in his major academic discipline.

## STATEMENTS BY CONSULTANTS

### I

To provide the talented students with an interesting and challenging curriculum taught by an able, knowledgeable, enthusiastic teacher under favorable circumstances entails three facets:

- a. The subject matter content of the courses updated and revitalized for today's developments.
- b. The quality of the person doing the instruction.
- c. The administrative arrangements for enabling the teachers to teach the bright student the appropriate type of subject matter to keep that student interested and working.

### II

Gifted children must be wisely counseled regarding their potential, and they need to be shown their responsibility to use their talents.

The problem of helping the gifted children involves the total coordination of the curriculum, the teacher, the physical setting, and the materials.

To inform a child that "he has something," and to put him in a position where "he can do something about it" are considered of paramount importance by the state counselors.

## COMMENTS AND QUESTIONS

### I

Current psychological emphasis upon individual differences, new concepts in education calling for special facilities for various kinds of students, and trends in world affairs have all served to

highlight the necessity of utilizing to the maximum the nation's intellectual resources. A crisis situation has arisen in which we find it imperative to devote special attention to gifted children. The above forces have created numerous problems for educators.

What is meant by the academically talented?

How do you identify the academically talented?

How do you motivate all students to take advantage of educational opportunities?

## II

A total counseling and guidance program involving parents, students, and teachers is essential for effective activities with gifted children. The ultimate effectiveness of such a program, however, must answer such questions as the following:

Will the talented students use their abilities and intellects to strengthen our democratic way of life?

Will they assume leadership roles in bringing about understanding and world peace?



# Panel: Expectations Versus Fulfillment

(High School Students)

## DISCUSSION QUESTION:

TO WHAT EXTENT DO HIGH SCHOOL SENIORS FEEL THE COLLEGE CAN HELP THEM REALIZE THEIR HOPES, ASPIRATIONS, AND GOALS?

*College Liaison:* Dr. Helen G. Edmonds, Professor, History.

*Moderator:* Dr. Marjorie H. Parker, Director of Student Training, Maryland State Teachers College at Bowie.

*High School Panelists (Students):* Preston Williamson, Daphne Balsley, Atkins High School, Winston-Salem; Evelyn Battle, Anna Cobb, George Washington Carver High School, Pine-tops; Brenda Sadler, Herbert Eichelberger, Highland High School, Gastonia; Curtis Mabry, Doris Schooler, Hillside High School, Durham; Brenda Dawson, Merle Lloydine Perry, J. W. Ligon Junior-Senior High School, Raleigh; Lessie Burton, George Hubbard, Merrick-Moore High School, Durham; James Kluttz, Mary S. Welcome, Palmer Memorial Institute, Sedalia; Mary Emma Fair, Marshall McCollum, Jr., Stephens-Lee High School, Asheville; Vivian Rippey, Thelma Ann Byers, West Charlotte Senior High School, Charlotte; Russell Hewett, Fredericka Hill, Williston High School, Wilmington.

*Interrogators:* Mrs. Christine Toole, Guidance Counselor, Monroe Avenue High School, Hamlet; Mrs. Thelma Dailey, Counselor, J. W. Ligon Junior-Senior High School, Raleigh; Mrs. Betty J. Merritt, Guidance Counselor, Merrick-Moore High School, Durham; Mrs. Swannie Moore Richards, Teacher, Commerce, Jordan Sellars High School, Burlington.

*North Carolina College Resource Persons:* Dr. Howard Wright, Psychology; Dr. I. G. Newton, Political Science; Dr. B. F. Smith, Library; Dr. Robert John, Music; Mrs. Helen Morse Miller, Public Health Nursing; Mrs. Alice Farrison, English; Dr. Walter Brown, Education; Mr. William Malone, Placement Bureau.

*Helen G. Edmonds:* The democratic process requires that the high school student be permitted to speak for himself. How does the senior who stands on the first rung of achievement feel about the next step up the ladder of academic attainment? What are the difficulties in his high school experiences which serve as barriers to satisfactory progress? What deficiencies are apparent to him at this level? What does he expect the college of his choice to do about them? Will the college fulfill these expectations?

Participants: Selected High School Students and College Resource Persons.

*Marjorie H. Parker:* As the president of a parent-teacher association in a large metropolitan high school, as the mother of two sons, one who graduated from high school last June and is now a freshman in college and a second son who will graduate this June, I have a very personal interest in the two questions which these high school students are going to consider today: "What are my hopes and aspirations in terms of education beyond high school? To what extent do I think the college can help me realize my goal?"

At least two nights out of three, my husband asks my son, "Did you bring home the application blank? Well, you know you don't have much time. After all, this is October,—or this is November, and you've got to get your applications in. Don't you have any idea where you want to go?" And then they'll go off into seemingly endless discussion.

We do not ask him to verbalize quite so specifically the question which is being asked today: "What are my hopes and aspirations in terms of education beyond high school," but I think that is one of the most important questions in the minds of young people. It certainly is in the minds of their parents.

Today, we are to explore the question in some depth. Each student is to ask himself: "To what extent do I feel the college can help me realize my goals? What do colleges offer, not just in terms of specific subjects, fields of specialization, but what are these other values that we are expected to get from college? What returns should we expect to realize from the tremendous investment in time, in energy, and in money, represented by a college education today?"

To consider these questions, we have a distinguished panel composed of representatives from high schools in the state of North Carolina. They will approach the question in two ways. Some students have thought about the questions and they have prepared answers. Other students have received the questions but have not formulated answers. The first students are going to give their prepared answers, and the second group will give their reactions to these prepared statements of the first group. Following the presentation by our students, a panel of interrogators (high school counselors) will attempt to try to probe a little more deeply into some of the positions the students have taken. Finally we will turn to the audience for questions.

So, if the student makes a point with which you agree, or which you want to emphasize, make a note of it for later comment. Or if there is something that should have been said, make a note of that and perhaps you can ask questions in that area.

## SUMMARY STATEMENTS BY HIGH SCHOOL PANELISTS

Responding to the Moderator's questions (1) "What are your hopes and aspirations in terms of education beyond High School?" and (2) "To what extent do you feel the college can help you realize your goal?", the student panelists stated the following intentions and expectations:

### I

I plan to go to college. I think the college can help me realize my goal in life by preparing me for citizenship, by enriching me as a human being, and by giving me vocational preparation so that I can earn a good living in my particular field.

### II

I plan to go to college. My goal is to be a teacher. I believe that only a college education can provide the academic, professional, and cultural development, and the intellectual maturity I will need to become a successful teacher.

### III

I plan to go to college. I aspire to become a lawyer. I expect the college to provide me with the necessary courses and techniques

so that I may become intellectually mature and disciplined. I also expect the college to provide companions and teachers whose aspirations and standards are so high that I will be challenged to do my best.

## COMMENTS AND QUESTIONS

### I

Commenting on the problem of making decisions about going to college, the high school panelists and interrogators posed the following questions:

1. Should the student decide what he wants as his vocation before he goes to college or wait until he has entered and has a broader look at many vocations?
2. How can the student correct special weaknesses or deficiencies after entering college?
3. How can the student be assured that the college will help him discover his weaknesses?
4. Once these weaknesses are discovered, will the college work with the student to try to remedy them?
5. What subjects should a student take in high school to help him do well in college?
6. If a student has not taken a foreign language, will he be handicapped when he enters college?
7. How can a student decide the high school program he should follow—a general diploma, a commercial diploma, or a college preparatory diploma?
8. Will the sub-freshman courses in mathematics and sciences strengthen the student for college work?
9. Is high school summer school recommended for strengthening weaknesses?
10. Will the demands of the college be so rigid that the student cannot engage in such extra-curricular activities as playing in the band?
11. What preparation should an only child make for living in a dormitory?
12. What provisions does the college make to continue the student's religious experiences?



13. May one's hopes and aspirations be realized without his going to college?
14. May one find a satisfactory life with only a year or two of college?

## II

Observing the factors involved in deciding on going to college, the high school teachers and guidance counselors asked the following questions:

1. What opportunities has the student had for the consideration of occupations beyond his particular community and state?
2. Should colleges increase their participation in high school programs?
3. How soon should a student who is planning to go to college select a college?
4. How soon should one begin preparation for college?
5. What can college do to help one establish a good home life?
6. Would a college guidance program designed to assist the student to adjust himself to the conditions of work in a new institution help those students entering college for the first time?
7. What program of cooperation between the college and the secondary school will make for better transition between the two?
8. Does constant reminding by high school teachers that the student must put forth more effort in college than he does in high school make the student fear that college standards are too high for him to meet?
9. Can high school activities prepare the student for college activities?
10. Would a high school course in occupational information aid the student in college preparation?

## III

Discussing the ways the college can help the student realize his goals, the high school panelists and interrogators suggested the following:

1. The college can provide excellent teachers to further academic preparation.
2. The college can offer better guidance by highly trained personnel.
3. The college can mold attitudes for better adjustment.
4. The college can provide an atmosphere for the development of appreciation for standards.
5. The college can provide excellent examples of character development by the teachers it employs and the students it selects.
6. The college can provide rich experiences aside from the areas in which students specialize.
7. The college can instill high principles basic to good leadership.
8. The college should afford a wider range of worthwhile social contacts.
9. The college can permit a friendly, cooperative atmosphere devoid of fear.
10. The college can furnish the opportunity for the student to develop and strengthen social graces, whether or not they have been learned in the home.
11. The college must have challenging teachers, not boring ones.
12. The college can provide some religious experiences.
13. The college can relieve some causes of inferiority complexes.
14. The college can give the necessary vocational training.

*Marjorie Parker:* We wanted our students to talk of hopes and aspirations in terms of education beyond high school and, interestingly, most of our students seem to think that there is no other course beyond high school except college. I think that is quite a satisfying situation in as much as we have a very select group of students, yet, the fact that they are one hundred per cent for a college education beyond high school proves them a little out of the ordinary. One of the very telling points that the President-elect made in his campaign speeches was that only 35 per cent of the young people who graduated from high school prepared to

enter college did so. And it is interesting, also to note that there are many people who just do not believe as our panel members seem to, that graduation from high school should automatically lead to college entrance.

We noted that a number of students spoke of college as a place where they will be able to make contacts and get to know more friends in different areas, in addition to preparing for a vocation.

I think it would be justifiable to conclude that these young people who are representing North Carolina high schools today, believe that education should naturally flow into college after high school graduation, and most of them believe that education beyond high school should involve more than vocational specialization.

Our second group of students was alerted to talk on the question "To what extent do I feel that college can help me realize my goal?" No one knows what is going to happen in his college experience. Whether or not such experience is fruitful to all who attempt it, is one of the major issues of controversy in American education today. Colleges are asking themselves about the extent to which the expectations and the desires of young people who come to college with so many high hopes are being satisfied, and they are also questioning the validity of some of these expectations and desires.

I think that when a person enters college he should expect it to be not just an institution, but it should be a "way of life." A college should fulfill the individual's need for religious, social, and cultural aspects of life and should be oriented in general studies which will produce an individual sufficiently well rounded to adjust and prosper in our modern world.

We have agreed to a large extent on the following:

1. A student should begin preparation for college very early in high school. Although he may not know the particular college to which he will go. High grades, persistent effort, mental discipline, a healthy curiosity for many things, can serve him as assets in any college.
2. Colleges deal not only with subject matter but many phases

of individual living. Colleges provide experiences for living together and for teaching people how to get along with each other.

3. In high school, studies may usually be described as basic, or introductory, or fundamental. In college, broader patterns of increasing specialization with detailed study and more intensive reading, are characteristic.
4. College can help one to establish a good home life later. Experiences in meeting people help youth to select future wives and husbands more wisely. Wholesome experiences develop one socially. One's training, even though it is not in a particular homemaking course, can help him or her to be a better mother or father.
5. Modern colleges have established counseling services. It is unfortunate that such services are sometimes understaffed and may not work as effectively as might be desired. A course in occupational information in high school could be of value.



PART TWO

THE RESPONSIBILITY OF THE COLLEGE TO COLLEGE  
STUDENTS



## VI

# The Pursuit of Excellence in Education

ARTHUR S. FLEMMING, *The Secretary*

*United States Department of Health, Education, and Welfare*

Dr. Alfonso Elder, President of this very distinguished college, members of the Board of Trustees, members of the Faculty, members of the student body, alumni and friends. To say that I am touched and that I deeply appreciate the honor that has just been conferred upon me is really to express my feelings in a very inadequate manner.<sup>1</sup> I have always felt that when one listens to a citation of this nature, he should make sure that he has a system of checks and balances operating in his own light. I discovered that one of the surest guarantees of that is to have some children in your family. About twelve years ago, I was about to be inaugurated as President of Ohio Wesleyan. Mrs. Flemming and I were walking down Main Street in Delaware, Ohio, with the daughter who was about nine or ten years of age, and in the course of the conversation, Mrs. Flemming said to Susie, "You know, Daddy is about to become the ninth President of Ohio Wesleyan." And without a moment's hesitation came the response, "Yes, and there'll be a tenth."

Well, she was right. There is a tenth on the job right now. And, of course, during the incumbency of my present office, lest I forget the observation of my daughter, another reminder that has been helpful as far as this system of checks and balances is concerned is to take a look at the commission that I have. It is the same commission that is given to all persons who have Presidential appointments without term. I remember the first time that I looked at one; it was just a couple of days after I had been sworn in as a member of the United States Civil Service Commission back in 1939. As I looked at the wording on my commission, I was fascinated. It said that I was to serve at the pleasure of the President of the United States.

Well, that seemed to be perfectly clear, but whoever worked

<sup>1</sup> Mr. Flemming was awarded the honorary degree of Doctor of Laws by North Carolina College prior to this address.

out the wording for these commissions back in the early days of our history as a nation decided to make it doubly clear because the wording is as follows: "To serve at the pleasure of the President of the United States for the time being." Of course, those words take on very real significance as of today.<sup>2</sup>

As I expressed appreciation to your President for the honor that you have conferred on me, he said to me, "Welcome to our family." I appreciate those words more than I can say. Because when I was President of Ohio Wesleyan, I used to think of our educational community as a family, and I often refer to the Ohio Wesleyan family. Quite possibly, I referred to it too often because I noticed that as time went on, the students rather expected me to use that particular term, and reacted as though they expected it when I used it. Nevertheless, it did mean a great deal to me. I mean that it was a term that I felt was a significant one as one thinks about the life of an educational community, because in a very real sense we are a family dedicated to the pursuit of truth.

It is a high honor and a great privilege for anyone to be invited to participate in this Golden Anniversary Program of North Carolina College. Your record of achievement over the past fifty years is indeed a challenging one. But even more challenging to me is the fact that you are not just thinking in terms of the past, you are planning for the future. I am delighted that those who are a part of this educational community think of an anniversary not only as an occasion to give thanks and to point to what has happened, and to point with pride to what is happening, but also to think of it as an occasion for redefining the objectives of this educational community, and as an occasion for the rededication of time, energy, and resources to the achievement of these objectives. May I also say this to you, that all of us in the field of higher education are deeply indebted to your distinguished President, Dr. Elder, for his outstanding leadership not only of this college, but for his outstanding leadership in the field of higher education.

It has been my privilege to serve as Secretary of Health, Education and Welfare during a time when we as a nation have been

<sup>2</sup> Two days before Mr. Flemming's address at North Carolina College, John F. Kennedy defeated Richard M. Nixon, Republican candidate for the Presidency of the United States.



subjecting our educational system to closer scrutiny than at any other time in our history as a nation. As a result of subjecting our educational system to this close scrutiny, I feel that we have identified and have underlined the strengths of our educational system. I am not one who adopts a pessimistic attitude. I am not one who feels that our educational system is one that compares unfavorably with the educational systems of other nations. I feel that as we take a look at our system as a whole, we can honestly say that it is second to none.

Personally, I am deeply indebted to those who down through the years have been willing to make the sacrifices that have brought into being the kind of an educational system that we now have. But at the same time, I feel that after we have subjected our system to this close scrutiny, also, as a nation, we have identified some weaknesses in that system. Just as I think it has been all to the good to identify the strengths of our system, so I think that it has also been good to identify our weaknesses.

I believe that the weaknesses we have identified can be attributed to our willingness at times to settle for mediocrity instead of insisting on the pursuit of excellence. During the past two years, to a greater degree than ever before, my attention has been called to the fact that as a nation we face a serious shortage of qualified personnel in all areas of life.

Soon after I took office as Secretary of Health, Education, and Welfare, working through the various agencies of our department, I invited the presidents of various institutions and organizations that have a direct interest in the programs of our department to come to Washington and to talk to us about their hopes and dreams as far as the work of our department is concerned. I promised them that we would not talk to them, that we would give them the opportunity of talking to us.

Actually, we had thirteen one-day conferences of this kind. By the time we were finished, representatives of over 800 national organizations had met with us and talked about the problems in their areas as they saw them. There was one point that was underlined in every one of those conferences. That was, the serious shortage of qualified personnel in these various areas.

They talked to us not only about the serious shortages that

confront us today, but they also talked to us about the fact that we would be faced with even more serious shortages in the future. And then just a few months ago, my colleague, the Secretary of Labor, presented to the Cabinet an analysis of what our manpower situation was going to be in all walks of life over a period of the next ten years. This presentation again underlined the fact that we are up against serious shortages. As I listened to those presentations back in 1958, as I listened to the presentation of my colleague, Secretary Mitchell, I could not help but say to myself that there is but one way left to solve this problem, and that is for us, at all levels of education, to insist on the pursuit of excellence. I said to myself that unless we do insist on the pursuit of excellence, we are not as a nation going to adjust to a rapidly changing and complex world.

First of all, it seems to me, it is essential for us to insist on the pursuit of excellence to a greater degree in the classroom than we have in the past. I hope you will not misunderstand me. I am going to indulge in some generalizations. I know that there are many exceptions to these generalizations. I am not saying that we have not in any institution insisted on the pursuit of excellence in these areas. I know that in many situations, we have. All I am suggesting is that as we look at the end product, and as we look at the society as it exists today, we cannot escape the conclusion that we have not insisted, to the degree we should have, on the pursuit of excellence in the classroom.

Let me give you just a few illustrations of what I have in mind. There are many, for example, in our generation who do not have the ability to communicate effectively with one another or with the people of other nations. As a result of the experiences that I have had in the fields of public administration and educational administration, I am convinced that the inability to communicate effectively is one of the most serious obstacles in the way of effective administration. And I am sure that many of you who have already had experience with the process of administration would agree with this generalization.

Time and time again, difficulties arise simply because we cannot communicate effectively with one another. I believe that this

obstacle exists because in the past we have been too weak and permitted our students to settle for mediocrity in the field of English.

Just before I left Ohio Wesleyan as its President, I was presiding one evening at a meeting of the faculty when a special committee brought in a report. I did not know that this report was going to be presented to the faculty at this meeting. The substance of the report was this: our seniors have demonstrated that they have not, to the extent that they should, developed the ability to communicate ideas either orally or in writing; that something should be done about it. It was recommended, therefore, that beginning with the next academic year students receive two grades in each course—one grade reflecting their competence in the subject matter area of the course, the other grade reflecting their ability to communicate. And this faculty committee proposed that, if in two instances a student failed to receive a passing grade in terms of his ability to communicate, he should be assigned to a remedial course. The student should stay there until he can demonstrate his ability to communicate effectively and under no conditions should he be permitted to graduate unless he has made such a demonstration.

As I listened to that report I thought to myself, this is going to be a long evening. I could anticipate some of the members of the faculty objecting to this additional assignment. I could hear them saying, "Look, we became members of the Ohio Wesleyan faculty with the understanding that we were to teach this or that subject-matter area, and as far as this particular issue is concerned, this is the responsibility of the English Department and not our responsibility." I was wrong. One member of the faculty after another stood up and spoke in favor of that report, and it was approved unanimously.

I think there is a general feeling throughout our nation today that we have not pursued excellence in communicating effectively with one another, and our colleges and universities should place more emphasis in the future than they have in the past on the pursuit of excellence in this area.

I also feel that the inability of many of our generation to communicate effectively with the people of other nations is one of the most serious obstacles in the way of promoting international



understanding and goodwill. At the last session of the Congress, a joint resolution was passed stating that it was the consensus of the Congress that no one should be accredited as a representative of our nation who was not skilled in the use of the language of that nation. This makes good sense. All of us applaud a resolution of this kind. As a practical matter, however, the President of the United States, the Secretary of State, the Head of the U. S. Information Agency, the Head of the International Cooperation Administration, and the heads of other agencies that assign persons to other nations are going to find it very difficult to comply with this resolution.

We are faced with this kind of a problem because we have been too weak and have settled for mediocrity in the study of foreign languages. As a nation, we must place increasing emphasis on the pursuit of excellence in this area by our graduation requirements. I am one who believes that every graduate of a college or university should, before graduation, have competence in at least one foreign language.

If I may go to another area for illustrative purposes, I also feel that there are many persons in our generation who have not rediscovered the concept of freedom and who have not identified the responsibilities which must be discharged if freedom is to be preserved and strengthened.

How can you identify those of our generation who have rediscovered the concept of freedom? I believe that they are the citizens who vote. They are the citizens who participate actively in the political party of their choice. They are the citizens who accept, even though the acceptance conflicts with their own selfish interests, the opportunities that are presented to them to serve in public office. They are the citizens who recognize that no sacrifice is too great to prevent the enslavement of our own nation and the peoples of other nations by those who believe that man exists for the state rather than the state existing for man. They are the citizens who are willing to make sacrificial contributions in order that the children and young people in our nation may have the opportunity of freeing themselves from the slavery of ignorance. They are the citizens who recognize that discriminatory practices on the basis of race, color, or creed, in any walk of life, constitute



a denial of freedom. They are the citizens who work for the elimination of these discriminatory practices, not in the next generation but in this generation. They are the citizens who recognize the right of their fellow citizens to engage in peaceful protest against what they consider to be a denial of freedom. They know that there can be such a thing as tyranny of the majority. They welcome rather than resent the use of peaceful devices that are used to prick and to arouse the conscience of America. May I also say that they are the citizens who recognize that one cannot deal with a social problem such as illegitimacy while attempting to penalize defenseless children.

Why are they citizens of this type? They are citizens of this type because they have rediscovered freedom, and above all, they believe in the dignity and worth of all of the children of God. We do not in our generation have enough citizens with these convictions. Do not misunderstand me. We have a great many who hold such convictions. That is why we are moving forward in our efforts to strengthen and preserve freedom. But in my judgment, we do not have *enough* citizens with convictions of this kind. Why? I believe one of the reasons, if not the primary reason, is that we have not insisted to the extent that we should on the pursuit of excellence in the field of social sciences in our colleges and universities. To me, this is one of the great challenges of the decade that lies just ahead.

Then, also, may I suggest that there are too many persons in our generation who do not possess the creative power that must exist in a rapidly changing and complex world if we are to measure up to the opportunities that confront us. Time and again, problems continue to exist because we do not have enough persons possessing what I like to think of as the creative power that is needed to work out satisfactory solutions to these problems. Personally, I believe that in part, at least, this weakness in the life of our day is attributable to our willingness in the field of higher education to settle too often for mediocrity in the humanities and the arts. As we think of the courses that we offer in the humanities and the arts, there are those who say, "Well, it's wonderful to offer courses of this kind; they possibly do not have any practical value,

but they certainly will allow students to enjoy their leisure time more than would otherwise be the case."

Most assuredly, this is important and surely they do make this kind of contribution. I believe that there is a direct correlation between our insisting on the pursuit of excellence on the part of all of our students in the humanities and arts and our ability to deal with problems in all walks of life in a creative and imaginative manner. I believe that we must insist to a greater degree than we have on the pursuit of excellence in the humanities and the arts if our nation and the free world are to have the creative power and the benefit of the creative power we so desperately need.

Those are just a few illustrations of where, it seems to me, we should place more emphasis than we have in the classroom on the pursuit of excellence. This is not by any means an all inclusive list. You can add to the list, and I can add to the list.

In addition to insisting on the pursuit of excellence in the classroom, I believe that all of us who are associated with higher education must give increasingly effective support to the faculties of our institutions of higher learning as they dedicate their lives to the pursuit of excellence. As a result of the associations that it has been my privilege to have with the field of higher education, I am convinced that, taking the nation as a whole, our faculties are dedicated to the pursuit of excellence. I also know, as you do, that from time to time pressures are exerted on our faculties in an effort to get them to settle for mediocrity instead of insisting on the pursuit of excellence. At times, these pressures originate within the student body. At least I am aware of certain articles that I have read in our student newspapers to the effect that during a preceding semester the standards of performance set by members of the faculty were unnecessarily hard.

At times these pressures of bowing to mediocrity are brought to bear on our teachers by parents of students. If they do not exert these pressures in any generalized way, they have always specific reservations in mind. They believe in the pursuit of excellence, but they also believe that there are situations where exceptions should be made. At times, of course, there are alumni of our institutions of higher education who try to exert pressures in the direction of

settling for mediocrity. They do it sometimes as they complain about our admission standards.

As an alumnus and president of Ohio Wesleyan, my fellow alumni would come to me and complain bitterly about our failure to admit someone to the University, and they would usually try to clinch the argument by saying, "Look, if those kinds of standards had existed in the late 20's, you and I would never have been admitted to Ohio Wesleyan." Sometimes, I was inclined to agree with them on that, but such an assumption proved nothing in terms of the desire of our universities to move in the direction of the pursuit of excellence.

And then, of course, there are times when even the governing boards of our institutions of higher education exert pressures designed to persuade the educational community to settle for mediocrity. I say to you that in the interest of our nation, in the interest of the free world, all of us who are associated with the field of higher education must help our faculties resist the pressures that too often lead to a decision to settle for less than excellence. Whenever any of us lend support to those who bring such pressures to bear, we are rendering a great disservice to our nation and to the cause of freedom everywhere. Not only must we insist on the pursuit of excellence in the classroom, not only must we uphold our faculties as they seek to pursue excellence in our institutions of higher education, but we must also as a nation provide the resources that will enable our educational institutions to obtain and retain the services of outstanding teachers and the resources that will enable them to have the necessary facilities and equipment. I believe that if we follow any other course of action, we are making it clear that we do not really believe in the pursuit of excellence.

There is a price that must be paid for the attainment of excellence in the field of education. I believe that the Federal Government should be of greater assistance to our colleges and universities, both public and private, in helping them to accelerate construction of facilities that are going to be needed to take care of our increased enrollment. In nineteen hundred and sixty-four, there will be a million more students on our college and university campuses than were there last fall.



I believe that the Federal Government should make loans available to our private and public colleges and universities at low rates of interest to build not only dormitories but to build libraries, laboratories and classrooms. I believe that the Federal Government should also make matching grants available to our colleges and universities to construct particularly libraries, laboratories, and classrooms. In addition, I feel that the Federal Government should play a greater part than it has played up to the present time in the whole area of student aid. The student loan program should be extended and expanded. A system of Federal matching grants to our states should be inaugurated so that they in turn can award scholarships based on merit and need. In addition, our income tax laws should be revised so as to make it possible for tax payers to be given either a tax credit or a tax deduction for tuition payments and other expenses incurred in connection with a program in the field of higher education. These are some of the things which we must keep in mind as we think in terms of the pursuit of excellence in the field of higher education.

After Sputnik, we became very fearful as a nation. We did some things in response to that motivation of fear in an effort to strengthen our educational program. For example, the Congress passed a National Defense Education Act. But may I say to you, I do not believe that we will pursue excellence over any long period of time solely because of our fear of any nation. This motivation never leads to a sustained effort to achieve a constructive objective. We adjust too easily to our fear. I believe that we will pursue excellence only if we as citizens of this nation recognize that we have a spiritual obligation to help our neighbor achieve his highest potential.

Have you noticed how often we end a conversation with one another by saying, "Well, take it easy."? Have you realized that in many instances this expression has become a substitute for good-bye which is, as we all know, a contraction of "God Be With You."? May I say to you that as we approach our obligations and responsibilities in the field of education we cannot afford to say to one another, "Well, take it easy." Rather, I believe, that we must substitute for that expression, "Goodby" or "God Be With You," because I believe that it is only as we strengthen the spiritual foun-



dation of our nation that our people will be willing to make the sacrifices that must be made if we are to succeed in the pursuit of excellence in the field of education. What glorious opportunities confront us in this field.

May I conclude by sharing with you a family story. We have twin boys in our family. When they were four years of age, Mrs. Flemming and I went out one evening; we came back; we asked the baby-sitter if anything had happened. We hoped that the answer would be "No," but we rather expected it to be "Yes," based on past experience, because we had long since discovered that two minds are better than one when it comes to getting into mischief, particularly at the age of four. But on this particular evening something had happened; the lights had gone out in our part of Washington. This had created some excitement on the part of the older children and theoretically the twins were asleep; but that was just theory, not practice, and so noting the excitement they decided to join it.

One came down the stairs followed immediately by the second, and as the second arrived on the scene with all the indignation that only a four year old can muster, he said, "There is too much dark here."

We were interested in the comments on the part of that twin boy, but we were even more interested in what the baby-sitter told us about the three older children. She said that they had ransacked the house in order to find some candles to light. This is the difference, is it not, between what I like to think of as spiritual immaturity and spiritual maturity. If we are spiritually immature, we spend all of our time complaining about the darkness. If we are spiritually mature, we see in the problems of our day a tremendous challenge to dedicate our time, energy and resources to the lighting of candles that will dispel the darkness.

And I know of no walk of life that is confronted with greater opportunities to light the candles to dispel the darkness, to bring about sound solutions to the great issues of our day, than the field of education. And I am thrilled over the way in which this College is dedicating its time, energy, and resources to charting a course for the future, a course that I know will be dedicated to the pursuit of excellence. Because I know that it will be this kind of a course, I

know that everyone associated with this educational community will have the satisfaction of knowing that instead of complaining about the darkness, you in your lifetime have been able to contribute to the expulsion of that darkness. Best wishes as you plan for the great decade that lies just ahead.

## VII

# Panel: They Come for Many Reasons

(College Students)

### DISCUSSION QUESTION:

TO WHAT EXTENT IS THE MODERN COLLEGE MEETING  
THE NEEDS AND ASPIRATIONS OF ITS STUDENTS?

*College Liaison:* Dr. Eunice Newton, Education.

*Moderator:* Dr. Charles H. Thompson, Dean, Graduate School,  
Howard University, Washington, D. C.

*College Panelists (Students):* Theodore R. Bunch, Walter T. Johnson, North Carolina Agricultural and Technical College; Valaida Wynne, Linda Brown, Bennett College; Stephen B. Hunt, John A. Koskinen, Duke University; Lawrence Gilliam, Norris Smith, Johnson C. Smith University; Lacey Streeter, Parthenia McCall, North Carolina College; Donald Rink, Joel Ray, North Carolina State College; Sylvia Sifford, Reginald Mercer, Shaw University; David Grigg, Jonathan Yardley, The University of North Carolina; Viola Parker, Ralph Harris, Winston-Salem Teachers College.

*North Carolina College Student Associates:* Cynthia D. Jarman, Verdell Tedder, Carl E. High, David E. Burton, George H. Williams, Doretha Winston, Verna Lynch, Herbert W. Owens, Amelia Pride Thorpe, Roy A. Freeman, Fred Icard, Larry Inman, James M. Walker, Marion Jones, Aaron Knight, Lyman B. Henderson, George Henderson.

*North Carolina College Resource Persons:* Mr. L. DeJarman, Law School; Mr. William Holloway, College Counselor; Dr. Robert John, Music; Mr. E. N. Wilson, Jr., Fine Arts; Dr. J. N. Hughley, College Minister; Dr. Ray Thompson, Counselor-Trainer; Dr. M. F. Suggs, Commerce; Dr. G. A. Reynolds, French; Dr. Marjorie Browne, Mathematics; Mrs. Sadie Young, Home Economics; Mrs. Reba Ransom, Home Economics; Dr. Illa Blue, English; Mr. William B. Fletcher, Fine Arts; Miss Ruth Gillum, Music; Miss Sara Harper, Home Economics; Dr. Ruth Horry,

French; Mr. C. A. Jones, History; Dr. Paul Koepke, Music; Mrs. Mary Townes, Biology; Dr. Joseph Pittman, Education.

*Eunice Newton:* The goals of college students can no longer be taken for granted. Their expected outcomes can no longer be taken for granted. The changing forces of modern life may have influence upon their many and diverse levels of aspiration. Why do they pursue higher education? What are their expectations? What are their disillusionments?

*Charles H. Thompson:* The over-all question being considered in this conference is: "What are the appropriate directions for the modern college in the challenging new educational era?" The general approach to this question is the exploration of certain perplexing problems which have dogged the footsteps of college administrators, faculty members, students, and parents, even society itself, ever since the college was established as a formal educational agency.

I take it that my primary function as moderator is neither to make a speech nor to suggest superficially profound solutions to significant problems, but rather, in addition to presiding over the panel's deliberations, to raise some provocative questions which will provide the point of departure for what I am sure will be a most interesting and profitable discussion of some problems centering on the needs and aspirations of students. Among the problems which will be considered are several which are of paramount importance: Why do students go to college? What does the college have to offer? How well is the college living up to its major promises? What could or should the college do which it is not now doing or which it is not doing as effectively as it should? To what extent is the predominantly Negro college effectively meeting the needs of its students? These are some of the questions which our panel will explore to the end that we might discover some new points of view, if not some new directions and new dimensions for our college programs.

### *I. Why do students go to college?*

The title of this panel aptly suggests that students go to college for many reasons; and, I might add, that some of these reasons are



good, many of them are not so good—a few of them trivial, and only a very few of them are entirely adequate.

Many students go to college because they are sent by their parents. Many parents send their children to college because they want them to have a better chance than they had, whatever that means. Some parents send their children to college—especially their girls—to get a good husband. A few parents send their children to college for social prestige—keeping up with the Joneses. Many students go to college because they want to enter a profession, and a college education is a prerequisite. Many students go to college, or are sent, because they can get higher incomes as college graduates. Some students go to college, or are sent, because their parents were college graduates. A few students are sent to college because their parents do not know what else to do with them. Only a few students have an adequate conception of why or whether they should go to college or what they should get out of a college experience.

Why did you come to college? Why did most of your schoolmates come to college?

One of the important reasons for poor motivation in college on the part of many students is the lack of a good reason for being there. Is it the function of a college to aid its students to arrive at more adequate reasons for being in college? If not, why? If so, how effectively is this function being performed? How might this end be attained most effectively?

## *II. What does the college have to offer? What are some of the major purposes of a college education?*

The aim of a college education is generally conceived to be twofold: first, preparation for making a living, or the vocational; and second, preparation for making a life, or what is frequently called the general—the education needed by all persons for complete living irrespective of the vocations which they may elect to follow.

Most people understand the vocational aim of a college education to a much greater extent than they do the general aim, which essays to provide an education which has as its purpose the preparation of one to live a socially-constructive and a satisfying and

worthwhile personal life in a dynamic and ever-changing social order; an education which would effectively introduce one to this complex world in which we live, so that he might understand it and develop intelligent attitudes toward it; an education that helps one to develop a sound philosophy of life, so that he may give meaning and value to the world in which he lives, as well as enable him to give effective direction to his own personal life; an education that is based upon the assumption that it is just as important, if not more so, that one be taught how to live as it is that he be taught how to make a living; in short, an education that is based upon the assumption that it is more important that a college should help to develop a well-rounded man or woman, than merely train a teacher, doctor, lawyer, businessman or what not.

### III. *How well is the college achieving its major objectives?*

To what extent is the college helping its students to fulfill their aspirations and meet their needs? More specifically, how effectively is the predominantly Negro college meeting the needs and aspirations of its students?

All of the research studies that I have read seem to agree that the American college is doing a much better job in preparing students to make a living than in preparing them to make a worthwhile life. What is equally or more important is the observation that colleges—even church-related colleges—are not doing nearly as good a job as they think they have been doing in teaching students how to live. The tentative conclusions of many studies—such as, Edward Eddy's *The College Influence on Student Character*, and particularly Philip Jacob's critical synthesis, *Changing Values in College*—suggest that the impact of college upon student attitudes and values—even where conscious and conscientious efforts are made to do something about them—is discouragingly small, certainly ambiguous.

The reasons for this situation are many. I shall suggest only two. First, too frequently colleges are so dominated by the job motive in education that it out-shadows every other aim and consequently society has dumped upon it each year a horde of money-grubbing specialists who know little, and probably care less, about how to live a socially-constructive and personally worthwhile life.

Second, I might note that the results of some research studies like Paul Dressel and Lewis Mayhew's *General Education—Explorations in Evaluation* suggest that much of the failure of colleges to attain their aims in the area of general education is due to fuzzy thinking in connection with the definition of aims and goals, as well as the lack of adequate means of measuring outcomes.

Whatever may be the reasons for this situation, it is clear that by and large colleges need to re-examine critically their philosophy, aims, methods of teaching, and evaluative techniques in this area if they are going to meet more effectively the needs of their students.

Enough about colleges in general. To what extent is the predominantly Negro college effectively meeting the needs of its students? I assume that I need make no apology for including this question. Despite the fact that most of the problems faced by the students in these institutions are similar to those faced by students in American colleges in general, many of these problems are much more acute, probably unique. And this is so, because the majority of the students in these institutions come from a background that is predominantly lower class, economically marginal, educationally and culturally retarded, and racially conditioned. You are familiar, I am sure, with the inferiority feelings, devaluations of self, and denigrations of *self* and *race* which many of these students bring to college. What is the predominantly Negro college doing to meet the needs of such students. How effective are the efforts in this regard?

In the opinion of many persons, one of the paramount needs of the great majority of students in the predominantly Negro college is the development of a dynamic philosophy of life which will enable them to live with a maximum of dignity and self-respect in this racially-conditioned society of ours. May I illustrate what I mean by giving two or three examples.

First, if such students are to develop the kind of philosophy that I am talking about, they must have a functional concept of what democracy and a democratic society really mean, and particularly what is meant by the worth and dignity of the individual human being. Negro youth have heard these words almost from birth but have rarely experienced them in their daily living. Many, if not most of them, come from homes, belong to churches, and go



to schools which are autocratic; and they find themselves members of a social order that is not only quite often undemocratic but sometimes unjust. Do predominantly Negro colleges provide adequate opportunity for their students to learn from experience what democracy really means?

A second important need of Negro college students is the development of a valid perspective of racial discrimination as it affects them as individuals and as a group. It is not surprising to discover that many Negro students have a distorted notion of the place which they and their difficulties hold in the American social order—so much so that they develop a persecution complex which not only weakens morale but warps their sense of proportion. Many Negro youth do not realize that a large number of the difficulties which they encounter have nothing to do with race at all; that they would be plagued by them even if they were white. What Negro youth need is a world perspective of racial discrimination and injustice which will lift them out of their narrow personal or group frame of reference to a level of genuine concern for universal human rights, irrespective of race, creed or geography. To what extent are predominantly Negro colleges meeting this need?

If students in predominantly Negro colleges are going to develop the kind of philosophy of life that I am talking about, they must develop a proper balance between accommodation to the *status quo* and effective protest against it. For example, when a Negro has achieved the proper balance between accommodation and effective protest, he will allow himself to be segregated only when there is absolutely no other alternative; certainly he will refuse to cooperate voluntarily with segregation in any form. And yet one of the things that has seemed most ironical to me—and particularly since Negroes have begun to make a frontal attack upon segregation, including the recent sit-in demonstrations—has been the extent to which some Negroes, even college-bred Negroes who have some responsibility for example and leadership, *voluntarily* cooperate with segregation. Such Negroes in my humble opinion have not developed a philosophy of life that will aid them to live with a maximum of dignity and self respect and a minimum



of frustration and self-disesteem in this racially-conditioned society of ours.

How effectively is the predominantly Negro college meeting the need of Negro youth to develop a proper balance between accommodation to the *status quo* and protest against it?

To what extent do Negro college students voluntarily cooperate with segregation?

I have given to each of you a Framework or Reference Sheet for the brief pre-panel study. You need not be bound by this.

### SOME QUESTIONS FOR DISCUSSION<sup>1</sup>

#### 1. *Reasons for Going to College*

- a. Why did you go to college? Who decided that *you* should go to college?
- b. Why did other students of your acquaintance go to college?
- c. One of the important reasons for poor motivation in college is the lack of a good reason for being there.
  - (1) Is it the function of a college to aid such students to arrive at more adequate reasons for being in college? If not, why?
  - (2) If so, how might this end be attained most effectively?

#### 2. *What Does the College Have to Offer?*

- a. Why should a person go to college? Who should go to college? Why?
- b. What are some of the values to be gained from a college education other than vocational preparation?

#### 3. *Meeting the Needs of Students*

- a. It has been said that present-day colleges are meeting the vocational needs of their students to a greater extent than other needs, such as the development of attitudes and values. *Is this true? Why?*
- b. It has been assumed that, because the average student in the predominantly Negro College comes from a background which is predominantly lower-class, economically marginal, educa-

<sup>1</sup> Questions formulated and distributed to each panelist by Dean C. Thompson.

tionally and culturally marginal, educationally and culturally retarded and racially-conditioned, his needs are more acute (if not unique) than the student in the average American college. *Do you agree with this assumption? Why?*

- c. It has been observed that one of the paramount needs of the great majority of students in the predominantly Negro college is the development of a philosophy of life which will enable them to live with a maximum of dignity and self-respect and a minimum of frustration and self-disesteem in our racially conditioned society. *Do you agree? Why?*
- d. Are predominantly Negro colleges effectively meeting the needs of their students?
  - (1) What is being done to meet the needs of many students who, because of the racial situation, come to college with inferiority feelings, devaluations of self, and denigrations of self and race? Give examples.
  - (2) Do these colleges provide adequate opportunity for their students to learn from experience what democracy and the worth and dignity of the human being really mean? If not, why? If so, how? Illustrate.
  - (3) Do these colleges effectively meet the need of Negro youth to develop a valid perspective of racial discrimination as it affects them as individuals and as a group? Illustrate.
  - (4) To what extent do Negro college students cooperate *voluntarily* with segregation by attendance at segregated movies, concerts, and the like?

#### STATEMENTS OF PANELISTS AND STUDENT ASSOCIATES

##### I

Answering the Moderator's question, "Why did you come to college?," the student panelists gave the following summary reasons:

1. Although I realize that vocational training should not be the entire goal of four years of study, I came to college primarily to improve my chances of getting a good job. It

seems that in the present socio-economic structure, one has no choice of the better jobs unless he goes to college.

2. I came to college because I was expected to do so. All my high school associates were planning to go to college. My parents, who were teachers, assumed that I would go to college. I came to fulfill their dreams.
3. I came to college because I wanted to increase my knowledge. My contact with many highly educated people and my experiences in various areas of life showed me that a high school education was not enough to begin life and inspired me to pay any price to obtain the necessary knowledge.
4. I came to college to prove to my principal and some of my high school teachers that they were wrong when they said that I would never amount to much.

## II

Discussing the question, "Who should go to college?," the Student Panelists expressed the following summary opinions:

1. Only those who are fully qualified academically should be permitted to go to college. The practice of admitting every one who wants to go to college and can pay his way results in poorly prepared students taking up space and facilities. Thus, good students are often unable to find space in college. Colleges that accept poorly prepared students have to provide remedial courses. Thus, if the colleges are not careful, they will be adding the senior year of high school in the form of remedial courses. Trying to train the uneducable wastes facilities, helps no one, and penalizes those who are able to benefit from a college education.
2. Although ability to pay should not be the determining factor in the acceptance of a student, neither should intellectual ability be the sole criterion. Students get other values from college than the intellectual ones. Students learn to live together; they acquire better attitudes, and they learn to evaluate themselves. Much that the students get from college does not come from textbooks. In order to spread the general good that a college education gives, the admissions policies should become less, rather than more, selective.

## III

Responding to the question, "To what extent have your college experiences met your needs and aspirations?," the student panelists concluded:

1. My vocational aspirations are being met. My religious needs are, to some extent, being satisfied.
2. College seems to be weak in meeting our needs for developing social adjustment and maturity. The load of classwork requires study for 24 hours a day. There is thus no time for social activities. Social adjustment and maturity must come from more than books and forums.
3. College is not meeting my needs in the area of race relations. The college should prepare the student to stand on his own two feet even when outside majority forces attempt to impress him with the idea that he is "nobody." The college should train the student to deal with his racial problems of today. It should train us to aspire to full, responsible citizenship, not to cooperate voluntarily in a segregated society.
4. College is not meeting my needs for a broad general understanding of the world in which I live and the culture in which I share. There is too much specialization too soon. I want to know the whole truth. I want to know more of what constitutes the values of civilization. I can't go to Einstein or Plato and discuss their works and ideas with them; I must get this information in college.

## QUESTIONS AND COMMENTS

## I

Reacting to a question from the audience, "Does the dual social framework in the South impose special responsibilities upon the Negro College in terms of its preparation of students?," a student panelist replied:

Just teach them knowledge. That will stand them in good stead in all relationships.

## II

Replying to another question from the audience, "Is the Negro college stressing quantity rather than quality in education?," a



student panelist stated: I believe that although quantity has a place, quality of education is more important. However, my experiences in a Negro college convince me that most Negro students stress quantity. They seek the quickest and the easiest way out.

*Charles H. Thompson:* We see the need today for colleges to have more sessions such as this one. Many of you have more things to say, but time will not permit. This is an interplay of minds. Many of you will carry on some aspects of this discussion far into the night.

## VIII

# Newer Employment Patterns for the College Graduate

### DISCUSSION QUESTION:

WHAT CAN THE COLLEGE DO TO FIT STUDENTS INTO  
NEW EMPLOYMENT PATTERNS GROWING OUT OF  
PRESENT-DAY SCIENTIFIC AND TECHNOLOGICAL  
DEVELOPMENTS?

*College Liaison:* Dr. Harding Young, Chairman, Commerce.

*Discussion Leaders:* Mr. H. Z. McConnell, Regional Recruiting Representative, United States Civil Service Commission, Fifth Region; Dr. J. A. Kearns, Manager, University and Research Institute Programs, International Business Machines Corporation; Dr. George W. Snowden, Assistant to the Administrator for Intergroup Relations, Housing and Home Finance Agency, Federal Housing Administration.

*Consultants:* Mr. George O. Butler, Director of Education, President's Committee on Government Contracts; Mr. W. A. Clement, Agency Director, North Carolina Mutual Life Insurance Company.

*North Carolina College Resource Persons:* Dr. Norman Johnson, Education; Dr. E. L. Totten, Chemistry; Dr. James S. Lee, Biology; Mr. William Malone, Placement Bureau; Mrs. Rebecca Edmonds, Secretary; Dr. C. E. King, Sociology; Dr. Joseph T. Himes, Sociology; Mr. James R. Butts, Chemistry; Dr. William H. Robinson, Physics; Mr. Daniel G. Sampson, Law; Dr. Adolph Furth, Chemistry.

*North Carolina College Student Associates:* Robert L. Brown, Jr., Alice L. Chestnutt, William W. Ferguson, Lyman B. Henderson, Gwendolyn Martin, William R. Stroy, Ruth W. Vellines, Allen L. Bristol, Burnella Burke, Joseph H. Fillayaw, Alphonso Gantt, William McPhatter, Finley Hargett, Ernest Linwood, Linwood Davis, Joseph Small, Wilbur Hankins, Evelyn Gilmore, Horace Archer, Johnnie Batts, Alton Kirk, Heyward Bradley.

*J. A. Kearns:* In the last ten years we have seen the beginning of another industrial revolution: the development of visual materials, of the highest order, as well as computers designed to do most anything. Our earliest computers, commercial models, date back to 1952. In the process of perfecting the instrument, we have had eight years to improve our first commercial models.

A great many jobs in industry and in business have changed tremendously. And, as with the first industrial revolution, there is a fear that the new industrial revolution in machines will replace people; machines will be putting people out of work, and that, essentially, unemployment will develop as a result of automating a great deal of our technical and business operations. But that is not the case. Actually, the machines are replacing people in doing routine types of jobs, but the new machines are requiring more brain power and more skill to operate them. Most people, when they think of electronic computers, think of them as gigantic brains. Actually, that is not the correct assumption, for these machines still require man to provide their intelligence, to determine what they should do and how they should go about solving a problem.

Each year the number of businesses that are renting and buying these computers is tremendous. The application of computers or such commercial machines actually extends to every type of business and every type of human endeavor. At one time it was relatively expensive to purchase these large computers; therefore, they were limited to larger concerns. But now, with the advent of transistors, we have built smaller machines that can be used by most of the small business concerns.

As an example of this, one of the recent products of my company is being sold to sales manufacturers and they are selling it to engineering consultants. One firm of engineering consultants using these machines has only ten people working in it.

I think that every college graduate is going to be faced with some sort of an automatic data-processing system regardless of which area he goes into. This means that he is going to have to know something about these developments. Particularly in the field of engineering, he is most likely to hear of them.

Nine million dollars will be given to M. I. T., and a million

dollars will be given to the University of Michigan to aid these two institutions in their programs of integrating data-processing systems and computers into their curricula and using them intensively in the teaching of engineering.

Unfortunately, the field of business administration, in colleges at least, has been slow in taking up the use of these computers. Most of our computers are sold for commercial application, but I think that this is going to change. What essentially I am saying is that there is a need for a great many more people who are knowledgeable in this field. It is not so much the problem of having to employ so many people as it is that potential employees are going to have to know something about these machines.

Let me give you an example of what colleges and universities are already doing in this: in the programs that I am managing in the eastern part of the United States, we have placed these computers in colleges and universities. They are being used for teaching and research at practically all the schools, and courses are constantly being taught in scientific computing and/or business administration. In many instances, these courses which were formerly electives, are now becoming required. There is a strong feeling on the part of many colleges and universities that these courses must become an integral part of a college education.

Now, since this is going to happen and since this demand is here, what sort of jobs can develop? As I said before, these systems will be large scale computers or small punch card electrical accounting machines, however, requiring human beings for operation. They will not replace human beings. So, a variety of jobs are now being recognized by the Federal Government as new occupations. Programming, for example, for computers establishes a demand for people who write out the instructions, determine systems, or who determine what sort of machines are required to do a particular job.

This can be a very expensive type of work, as witness the salaries of people in *Operations Research* whose titles did not even exist a while back. Theirs is the task of going into business establishments and determining, instead of guessing, how these machines can be used to operate a more efficient business or to operate a business in a more scientific fashion. The people in *Operations*



*Research* determine what the factors are and the extent to which they can be controlled.

There are great demands for these positions of programmers in this area. And in a programming system, mathematics has served applied mathematics and applied science. The mathematician, at the time I got the doctor's degree in mathematics, faced the assumption that he was either going to teach or possibly do some research in mathematics. If you look at the newspapers, you will find that there are unlimited positions in mathematics. Actually, there are not enough mathematicians and I am sure that there will not be for some time to come.

There are other companies besides ours making these machines, unfortunately. The increasing output and use of these machines is going to require, I think, more mathematics of all the students. It is going to require more mathematics for beginning students, and it is going to require a different type of mathematics for the mathematician. Also, it is going to require more mathematics training for the business student and in some of the other fields. One cannot go wrong in pursuing mathematics courses in college.

This need is recognized not only in the IBM Corporation but also in every single company in which we install these machines. They naturally require fewer workers, but they demand knowledgeable persons. For it is to be remembered that these machines are only as good as the operator. It is, therefore, concluded that with every new installation, there will be a new job. Essentially, what I am saying is this, that the college and university are going to have to provide courses to prepare college students for entering these new fields. Many of them are already doing this right now.

The colleges and universities are going to have to provide some type of facilities so the students will become acquainted with these machines before they graduate. This will, in turn, considerably change the attitudes of many people who are now training for business occupations, engineering, and many other fields. The newer knowledge and skills necessary for new machines will outmode a great deal of the education that has grown to be traditional in the United States.

*George Snowden:* I would like for you to know that representing the Office of the United States Housing Administration, I am

always happy to come to institutions like this because it gives me an opportunity to talk a little bit about what is happening on the housing front in America. Housing is one of the most exciting areas of opportunity that we have today.

The rapid changes occurring in almost all urban communities of our nation make obvious to discerning people that housing is one of the major enterprises of our society. As a matter of fact, with the exception of the food industry, housing is the next most important industry in America. So important is this far flung industry with its impact on financial, labor, and materials markets that leading economists credit to it the triggering impetus for pulling the economy out of the mild recession which it is said we were undergoing in 1958. It is only in very recent years that most of us have come to recognize housing as a field of expanding opportunities for the fulfillment of the aspirations of thousands of people, expanding opportunities for bettering and upgrading their living accommodations, and expanding opportunities for useful service and employment. Also, until very recent years, government, either federal or local, played a very minor role in helping to provide leadership in the housing industry so that the needs of various families in our nation could be met.

To emphasize this, it is only necessary to note that the first federal government recognition of the problem occurred in the 1870's when the Congress appropriated about \$20,000 for a survey of housing needs. No further serious attention was given to this field until 1929 when President Hoover appointed a commission to study the problem. At this time, the recommendations of this commission set the stage for the formal entry of the federal government into housing on a very vast scale. The years immediately following were the depression years, out of which adversity was born the initial Housing Agency. The fact that there are many Federal Housing Agency programs reflects not only the nature but the explosiveness and the accretion of our population, as well as the collective conscience of America respecting the basic needs which have to be met in order that democracy's objectives can be achieved.

Viewing housing in its larger sense, it is perhaps easier to recognize the complex of governmental services needed to provide

the housing required for diverse American families. City and neighborhood planning, zoning, land purchase and redevelopment, financing, research and architectural services and other aids to builders and home owners are just a few of the aspects without which the housing industry would be a complete failure.

Let me describe briefly the specific housing programs of the federal government. The major housing responsibilities of the federal government center in the Housing and Home Finance Agency, which was established in 1947. It succeeded the National Housing Agency, which had been created shortly after the outbreak of World War II. In this new organization of Federal Housing Programs, the Federal Housing Administration, established in 1934, and the Public Housing Administration, established in 1937, became constituent agencies of the Housing and Home Finance Agency. In 1950, the Federal National Mortgage Association was transferred to the F. H. F. A. Then, in 1954, the Urban Renewal Administration and the Community Facilities Administration were established as constituent bureaus.

Let us look at the Housing Administration. F. H. A. is very much like an insurance company. It administers housing loan insurance programs of various types, all designed to encourage and improve housing standards and conditions, to facilitate sound home financing on reasonable terms, and to exert a stabilizing influence in the mortgage market. It makes no loans and does not plan or build a single house.

There are 33 million homeowners in the United States today; this is 62 per cent of all occupied dwellings. Since its beginning in 1934, F. H. A. has helped 6½ million families to become homeowners by insuring 51 billion dollars in mortgage loans. In addition to this, it has insured nearly 24 million home improvement loans totaling nearly 13 billion dollars. In other words, about one out of every 11 homeowners is aided by the Federal Housing Administration, commonly known as the F. H. A. F. H. A. operates through 75 local insuring offices staffed with people in various fields of engineering. These are land and sanitary engineers; they are staffed by architects, by appraisers, by market analysts, property management people, etc.

In the F. H. A., briefly, we have, also, an intern training pro-



gram which began in 1958. And under this program are hired people from colleges like North Carolina College. Who are they? They are what we call Architectural Aides. The educational background for an Architectural Aide is engineering, either architectural, civil, mechanical, or structural engineering. There are special trainees, also, whom we term Loan Examiners; the Loan Examiner has a background in Accounting, in Banking, in Economics, in Business Administration, and so on; do not forget English. We also hire appraisers in the internship program. What is an appraiser's background? His background is one of Economics and Finance, Real Estate, Business Administration, etc.

There are in the intern program some people just graduating in June or February from college, and there are other interns we term Property Management people; they have a background in Real Estate, Business Administration, etc. And then, we have what is known as the Market Analyst, a specialist who does research among people and among the market for housing; they have a background in Statistics, Mathematics, etc. Some accountants and some attorneys (lawyers) are also hired under the intern program. Now, as you look at that field involving not just intern programs in the Federal Housing Administration, you can see that your school here provides training in practically every field for the opportunities that we have in the Federal Housing Administration.

Let us move over to the field of Public Housing Administration. This program administers the federally aided low rent public housing programs authorized by the United States Housing Act of 1937, as amended, by providing financial aid, technical assistance and development, and management services to participating local housing authorities. In other words, here the Federal Government gives money to local Housing Authorities. Occupancy is limited to low-income families unable to afford decent, safe, and sanitary private housing in the locality.

P. H. A. became a constituent Agency in the F. H. F. A. in 1947. To date, over 700 million dollars have been contributed by this program which presently provides homes for 475,000 families in the United States. P. H. A. operates through regional offices staffed with economists, lawyers, labor relations officers, intergroup relations officers, people who know something about



themselves and other people too, project and program planners, management coordinators, engineers, fiscal management analysts, and auditors.

As I look at the catalogue of North Carolina College, you have all that in the training program and academic program of this institution. P. H. A. also has an intern program. Please remember the interns we pick up in June are just getting their so-called college diplomas. Last year we picked up some 70 of them after interviewing about 900 around the country.

P. H. A.'s intern program began to develop three years ago, back in 1958. At that time, our trainees fell into two categories: one, development; and the other, management. The development stage covers the planning and construction of a project, and the management stage takes over the project after it is completed. The development-trainees may be civil engineers, architectural engineers, landscape engineers, economists, auditors, accountants, and mechanical engineers. Management-trainees may be people with business administration backgrounds: insurance, finance, political science, real estate, government, marketing, and statistics. These are the kinds of subjects you will have to have if you are going to land in one of these intern programs.

The Community Facilities Administration is also a part of the Housing and Home Finance Agency. It, in brief, builds some of the dormitories and student union buildings that you see on college campuses; it also provides funds for the kinds of sewer and water mains that are necessary in small communities where these small communities are financially unable to get into this kind of business. In the College Housing Program, buildings have been approved totaling about a billion and 61 million dollars. This sum is providing 255,795 college dormitories, and 4,616 dwelling units for student nurses and interns. A total of 1,463 applications have been advanced in the program of Public Works Plants. In addition, 271 applications have been approved for public facility loans, totaling 88 million dollars.

Now let us look at the big engulfing program of Urban Renewal. There is hardly a community from which any of you come, in which urban renewal has not been planned or become a reality. If you have observed, you have seen bulldozers going in and

destroying rocks, tearing down houses, tearing up streets, etc. Urban Renewal is a broad program of a community or a city that is going through the process of trying to wipe out its defects, its deepest ghettos and its slums, and of putting the community in good face with its citizens, so that new industry can come in, and people, generally out of their own initiative, can have a new kind of revitalization for themselves and their families.

The Urban Renewal Administration administers a system of project loans and grants, technical services, demonstration plants, and urban planning assistance grants to assist the communities toward the elimination and prevention of slums, and ghettos. The Urban Renewal Administration operates from seven regional offices which are staffed with field representatives, engineers, architects, lawyers, planners, appraisers, relocation advisers, etc. The last are in the business of displacing families, and relocating them in new houses, or in existing housing that is better than the housing from which they left. Urban Renewal Authorities also employ site representatives and people in fiscal management. They also employ intergroup relations advisers. They employ rehabilitation specialists, those who determine, for example, that a house does not need to be razed but can be rehabilitated if it had some federal assistance. As of July of this year, 1960, one billion and 639 million dollars have been reserved or earmarked for 797 Urban Renewal Projects in the United States.

In the Veterans Administration, a similar type program is conducted. Over the years, the Veterans Administration has guaranteed about 5½ million home loans totaling 48 billion dollars. I relate these facts merely to indicate to you the enormity of this whole business in the housing field today. In other words, if you took Urban Renewal alone, this business of razing the slums of the blight and deteriorated sections of our cities, and the rebuilding of those cities, the Federal Government alone has made an appropriation of something close to 3 billion dollars. That is from federal funds. Multiply that by three or five, and I am told that you should multiply by five, and you get the total amount of money, because for every one dollar put up by the Federal Government in urban renewal, the local community puts up four. Equally, by this measurement, the local communities all over America have

thrown approximately 15 billion dollars into the business of revitalizing their communities.

Now, as a brand new field for a lot of you youngsters who have come on the scene, and I hope that some of you will become involved in this program, there is the area termed Housing for the Older, or the Aged. All of a sudden we have gotten conscious of a lot of old people in our population. The reason for this is simple. People are living longer, we have better medical advantages, etc., and I do not have to explain the rest. The result is that, as of this moment, out of our total population of about 180 or 182 million in this country, about 17 million of these people are about 65 years of age or over. In another five years, approximately 25 million people out of a projected population of 200 million will be persons 65 years of age and over. The result is, therefore, that the Federal Government (both through the Federal Housing Administration and the Housing and Home Finance Agency), as well as the Public Housing Administration, has set up programs for these people. I think by stretching your imagination a little bit and understanding what might be some of the needs of people 65 years and over, you can just imagine that there is a terrific opportunity in this field for your skills, and your training and services in a variety of ways. F. H. F. A. is currently taking steps to expand its stock in this field of elderly housing, and will be in increasing need for qualified personnel as this program gains momentum. I believe that this brief resumé of the vast work being carried on by the Federal Government in the field of housing has given you some idea of the great and continuing need for qualified, technically trained young people in order to carry on these great undertakings by the Federal Government.

In 1954, Congress and the President handed F. H. F. A. unprecedented responsibility for coping with American urban growth problems that have been developing at an accelerated pace. The agency was not staffed for these responsibilities and the average age of the existing professional staff was alarmingly high, in fact, so high that the agency could normally expect to lose nearly 65 per cent of them during the next decade. In other words, during the period of the next ten years, 65 per cent of the people who already work in the government will be lost because of matters of age, etc.



The need for qualified technicians was urgent, consequently; F. H. F. A. set up an intern program. F. H. F. A. now recruits for all of the people whom I have indicated to you here. The increased involvement of big business in the housing field, as typified by the Reynolds Metal Company, the Alcoa, and Kaiser Aluminum, not to mention big redevelopment concerns, has led to new opportunities for specialists.

At the other end of the scale, we find increasing emphasis on the sociological as well as the psychological aspects of housing. Specifically, we have been learning how important is the human aspect in schemes involving urban renewal. So, counselors and community organizers, community relations specialists, have their place in this program, too. Hardly anyone would argue against the proposition that housing and urban renewal programs are among today's most potential forces on the American scene. They offer untold hope for improvement of the American way of life.

*H. Z. McConnell:* As I think on my subject today: "What the College can do to Prepare Students for Positions in Civil Service," I am mindful of the fact that you have heard a lot about positions that are in Civil Service with the Federal Housing Agency already. I feel a little like telling you of one of the instances that I had on a larger campus where one of the professors had invited me to go to lunch. Turning to introduce me, he said, "Who are you?" I said, "I am a representative of the Civil Service Commission." He looked at me and said, "Well, that is the outfit that holds examinations for post office jobs, isn't it?" I replied, "Yes, we do that too, but that is not the main part of my work."

So, today I am not going to talk to you about post office jobs. I feel that this is a college audience and a fine group of college students, and I hope that you are interested in jobs that are going to be held by college graduates. And so, what I am going to tell you is going to be in the nature of some friendly advice based on observations that I have made from the test papers of other candidates, and I hope that they are suggestions that you will be able to use in getting some of these jobs with F. H. A. and other government agencies. We do have a wide range of positions to be filled in the Federal Government today. Your Federal Government is



one of the largest employers in terms of the number of employees of any business in the country. It stands to reason that when we examine G. E. and its employees, even I. B. M. and its employees, they are pretty small outfits when we think of the number of employees that we have with the Federal Government.

Now, what can the college do to help you get a government job? At the moment, I am reminded of a little verse, "You can lead a horse to water but you can't make him drink/You can give a student a zero but you can't make him think." What can the college do? I am asking you what can you students do to prepare yourselves for a job with the Federal Government? Now, the college can provide the courses, but if you do not get anything out of them, I do not know whether the college is responsible or whether you are responsible. So, with that for the preface, I would like to address myself to the subject:

*What Can the College Do to Prepare Students for  
Positions in Civil Service Today?*

I believe that the college should attempt to do two things:

First, help the student to develop an inquiring mind, an interest in the things he is not familiar with, such as definitions of words that he does not know. This will help the student acquire a broad understanding in many fields of learning, a larger vocabulary and, most important, an ability to read and understand difficult scientific material and instructions.

Secondly, I feel that the college should try to assist each student to develop the ability to express himself effectively, both orally and in writing. One thing that employers are always looking for is the person who has the ability to make a speech or write a report so that the persons hearing the speech, or reading the report, will clearly understand the subject matter presented. You will be interested to know that the Civil Service Commission in the Federal Service Entrance Examination attempts to test and evaluate the skill of applicants in each of the areas I have mentioned.

The written test includes questions in reading comprehension. A paragraph is given for the applicant to read and then select an answer or statement that is best supported by the passage given. The test battery for the Federal Service Entrance Examination is

modified each year, but it is no secret that the test now includes a requirement that each applicant write a short essay in his own handwriting. I can assure you that this material is carefully reviewed by appointing officers. Even applicants who make good grades on the balance of the test are not desired for some positions if the writing is bad, the spelling is poor and the grammar incorrect. I tell you these things because I feel that all young people graduating from college should consider the Federal Government as an employer. Eligibles who are appointed from the FSEE start at a salary of \$4,345 per annum or possibly \$5,355 if your written test grade is high enough and you have maintained a "B" average or better in your college work.

There is one other area where the college can help although for many years it has not been considered a part of college education. This is the area of personal appearance. In my work as a Recruiting Representative I recently visited several of the larger business schools in Atlanta. This was in connection with recruiting for stenographers and typists. I was very much interested to find that nearly all of these schools had a "charm course" which is a required subject for girls who are taking the secretarial course. These schools found that in order to effectively place their graduates in secretarial positions, the girls needed to be coached in their manner of dress, use of cosmetics, personal neatness, and general behavior. People just do not go to an interview with chewing gum in their mouths and things of that kind, and it seems that this should be so obvious there should be no need to be told. Some small colleges are installing regular family style meals in the dining halls where the boys have to wear a coat and tie, and the girls wear appropriate dress. Good grooming is essential to employment potential.

If this type of training is needed for a secretary, how much more important it can be for one seeking employment in a managerial or supervisory capacity. If you want to command respect from others you must have sufficient self-respect to always maintain a good appearance.

In conclusion, I would like to mention a little brochure prepared by the New York Life Insurance Company. In this brochure, many reasons are given as to why college graduates applying for

positions do not receive employment. Number one on that list is "appearance," and number three on the same list is "inability to express themselves clearly."

## STATEMENTS BY THE CONSULTANTS

### I

There are special implications for the Negro college graduate in the transitional decade immediately ahead as he moves from the familiar guideposts of the segregated past into the newer patterns of the challenging future of first class citizenship.

It will be an exciting experience because the new order will obliterate old points of reference, and the Negro college graduate will be expected to deal with problems which none of his ancestors heretofore faced. He will have to encounter the problems and find his place in: (1) the rapidly expanding population, (2) the industrial and occupational change, and (3) the chaotic international scene.

### II

Our rapidly developing technology requires highly trained persons. The demands for highly skilled workers—those with more education and training—will increase sharply during the 1960's. The young person with a college education has the widest choice in selecting his career. The greater number of professional, managerial, and technical positions are held by college graduates.

### III

Good preparation is necessary in order to accept the challenge of new job opportunities. The importance of excellence in verbal and social skills cannot be overemphasized.

The college graduate today must have mastered well at least five things:

- (1) He must read well.
- (2) He must speak and write with clarity and precision.
- (3) He must have reasonable control of the quantitative skills.
- (4) He must understand and practice the established social graces of our culture.
- (5) He must be aware of his role in the world community.

## IV

Within the last decade we have seen, and surely with increasing impetus within the next decade we shall see, a steady proliferation in job classifications in modern American industry. This has led to genuine concern by many in the business world as to the role of the college in the preparation for business careers at the bachelor-level. Should the approach be "vocational" or "general" in scope? Is it possible for colleges to keep abreast of the rapid changes in modern industry? Would it not be better for the college to provide broad margins of literacy and leave the specifics of the financial and industrial worlds to on-the-job training. The answers to this moot issue are both provocative and challenging to industry and education alike.

## COMMENTS AND QUESTIONS

## I

A paradox is apparent in the modern American business world in that employment opportunities, on the one hand, are expanding because of population increase; yet on the other hand, they are contracting because of automation.

How does this paradox resolve itself in the light of available data? Are the recurrent economic recessions in this country one aspect of this problem?

## II

Modern American big-business extends to the workers and to the public many more services than ever before in the history of our country. This has resulted in many new job classifications.

Are all of these newer job classifications really supplying genuine needs, or are they sort of "window-dressing" for other purposes?

Does the college graduate of today need specific skills for these newer jobs, or should he concentrate on a good liberal arts education?

What are the opportunities for the Negro college graduate in securing employment on the managerial level in the newer jobs?

## III

In a highly literate society such as ours, there is paramount need for competence in verbal skills. Effective speech, reading,



and writing are the *sine qua non* in the open market of job competition. The college graduate today must be able to demonstrate a high order of verbal facility.

What does industry desire in the way of basic competence from the college graduate today?

Should colleges refuse to recommend their verbally destitute graduates for certain types of employment? In fact, should colleges graduate students who have such poor control of the mother tongue?

Do all Civil Service and Foreign Service tests demand demonstrated evidence of the applicants' control of the fundamental language skills?



PART THREE

THE RESPONSIBILITY OF THE COLLEGE TO THE  
PROGRAM OF HIGHER EDUCATION





## IX

# Today's Role of the Liberal Arts College

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My own social and intellectual development, whatever it may be, is inextricably tied up with this institution that celebrates its fiftieth anniversary this week. Seventeen years ago I came here to teach, and for the four ensuing years it was my privilege to enjoy a period of teaching and learning, research and writing that has meant much to me in subsequent years. Happily, on numerous occasions I have returned, twice to teach in the summer session, twice to speak, and a dozen times just to visit. These occasions have given me an opportunity, an excuse if you will, to keep in touch with one of my very favorite institutions.

The anniversary of the founding of North Carolina College comes at a most interesting time of the year, immediately after a national election. I must insist at the outset that I have no formula either to console those whose candidates lost on Tuesday or to sedate those whose victorious candidates have given them a heady, uncontrollable exhilaration! I can only join with the vanquished and the victorious in hoping and praying, for the sake of our country and the world, that we had the insight and intelligence to choose the best men and women for the stupendous tasks that lie ahead.

I hope that I have not misjudged this college community in implying that it has been deeply concerned, even excited over the recent election. For the intense interest in the political as well as all the other phases of this country's destiny is a peculiar function of an institution of this kind. The late founder of the North Carolina College, Dr. James E. Shepard, regarded this as central to the institution's role in preparing its students to function effectively as citizens. Many of us recall President Shepard's Monday morning talks in which he graphically related education to life and in which he constantly charged the students to rise to their full responsibility as educated men and women in a democracy.

I am delighted to observe that his successor, President Alfonso Elder, is equally sensitive to the role of this College in the education of its students to their public responsibility. In the dramatic growth and development of this institution during the past decade, its president and other administrative officers and its faculty have continued to emphasize the importance of educated men and women to the successful functioning of the American social order. That this particular tradition has been maintained is a source of great pleasure and pride to those of us who believe that the liberal arts college should play an active part in shaping the life of the community and the nation.

Despite the fact that the American liberal arts college is as old as the country and has always played an important part in the life of our nation, there are those among us who take no cognizance of this fact. It is no accident that every college-trained President of the United States has been the product of a liberal arts college and that institutions like this have provided the leadership that has forged a social order that moves inexorably toward the elevation of all its people to a level of decency and dignity. Thomas Jefferson, reaching a magnificent eloquence in expressing man's aspirations in the Declaration of Independence, was merely bringing to bear the solid grounding he received in the little liberal arts college of William and Mary in Virginia. John Adams and John Quincy Adams, in helping to articulate the mood for independence and in helping to shape the role of the new United States in the world, had back of their thoughts and words and deeds the rigorous training of the small college founded in the Massachusetts wilderness more than three centuries ago.

Both the President-elect of the United States and the defeated candidate are worthy products of liberal arts education, and the manner in which they placed before the American people the main issues of our times stems directly from the kind of education they both received. Happily, the American people, sometimes against their inclination, have paid tribute to the value of such institutions through their support of them and by accepting their products as peculiarly qualified to play important roles in the life of the nation.

Unhappily, we all neither understand nor appreciate the unique

qualifications of institutions like the North Carolina College to provide training and leadership so sorely needed in the world. As we have grown big and complex and more material minded and rich, some of us have tended to value only those educational institutions that have contributed to the material development of the individual and the nation. "What can he do?" is the question frequently asked of a college graduate. If the reply is that he did not learn a trade or a vocation while in college, his venture into higher education is immediately deprecated.

One responsible citizen recently declared that our colleges were turning out ignoramuses because the products of liberal arts had not been trained in a vocation. Another sneeringly referred to those liberal arts loafers who had spent four years of their time and their parents' money doing nothing but going from one class to another, taking courses, and not learning how to make a living. Such critics are too numerous, revealing no understanding of the historic role of the liberal arts college in American life.

The concept of a liberal education is not indigenous to American soil. It developed in Europe more than a thousand years ago. But it was the genius and experience of American society that developed the liberal arts college. The first colleges in America were liberal arts colleges. As the nation involved a larger and larger number of people in the role of responsible citizens, more and more education was deemed not only desirable but necessary. In the early years, those who supported education in general and higher education in particular had a deep appreciation for its importance in the development of the country. Education early became the vehicle that enabled one to discharge his obligations to society. "The will of God," said Horace Mann, "places the right of every child . . . to such a degree of education as will enable him, and will predispose him, to perform all domestic, social, civil, and moral duties upon the same clear ground of natural law and equity, as it places a child's right, upon his first coming into the world, to distend his lungs with a portion of the common air." This well expressed the spirit behind the drive not only for public education but for liberal higher education in a democracy.

When emphasis in American life shifted to the making of money and the accumulation of economic and political power by



whatever means, the drive began to prostitute our institutions to the demands of those whose sights had become lowered for the sake of expediency. If college is worth anything at all, they cried, it should give a man or a woman the specific means and tools for getting ahead in this world. Happily, this drive was resisted by those who understood clearly the value of truly educated men and women. "If we make money the object of man-training," Dr. DuBois said shortly after the beginning of this century, "we shall develop money-makers, but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the schools—intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of man to it—this is the curriculum of that Higher Education that must underlie true life."

It would be folly to insist that this or any other liberal arts college devote itself exclusively to the medieval trivium and quadrivium that made up the liberal curriculum of the first universities. It would be folly to remain solidly impervious to the winds of change and the powerful influence of materialistic forces in our society. There can be no objection to the subject matter of possible careers in the curriculum of the arts college, although it can surely be overdone. There must be every possible objection, however, to shifting vocational interests and teaching to the center of the stage in a liberal arts institution at the expense of the main function and purpose of such an institution.

One is not merely using words when he asserts that a liberal arts college has a certain tone and character. Its curriculum is as broad as the world in which it exists, and it seeks to imbue the student with the importance of knowing everything about that world that it is possible to know. It fully appreciates the fact that the most important thing in the world is the human mind and spirit, both of which should be developed to their fullest capacities. It is dedicated to establishing constructive contact between the human mind and spirit and the world in which it dwells. It is fully aware of the great dimensions of knowledge. It knows that knowledge is freedom, it is virtue, it is independence, it is power; and it is thus anxious to see to it that the best possible use is made of



knowledge. It is a community of mature and maturing people bound together by one common purpose, the pursuit of truth. Here, the pursuit of truth is not only tolerated, it is encouraged and facilitated. Here, no false doctrines, fallacious theories, spurious, discredited positions can be harbored. The college insists that whenever a vocational interest is pursued within its walls, it must be done in a spirit that emphasizes the importance of the vocation in the total social order and the effective use of that vocation for a responsible role in that social order.

A few months ago, when I was lecturing in Australia, I was struck by the fact that the liberal arts college is virtually unknown and, except for a few students who take some arts courses in the universities, the institutions of higher education are fully occupied with teaching vocations and professions. Thus, some seventeen-year olds proudly told me that they were taking law, engineering, business administration. It did not take long to discover that they knew little or nothing of the histories of their chosen professions, their place in modern society, or of the world in which they were soon to inflict their practices on their clients or patients. Happily, here and there, one found some appreciation for the need to teach doctors more than medicine, barristers more than law, and engineers more than how to use the slide rule. But there was nowhere a recognition of the importance of constructing an educational system in a manner that would emphasize the fact that learning how to live is equally important to learning how to make a living. And the very contrast of the situation in Australia with our own situation gave me a new appreciation of the role of the liberal arts college in the United States.

One of the principal reasons that the liberal arts college has flourished in the United States is that it properly assumes that in a democratic society people have widely divergent backgrounds and cultural and social heritages. It also assumes that it is quite necessary to provide them, at the level of near-maturity, with a critical understanding of the nature of knowledge, the power of education, the many facets and complexities of the social order, and the proper use of knowledge in the service of mankind. Finally, it assumes that education has a social function and that in order that a person may use his education wisely and effectively,

he must know what that social function is. After all, a liberal education is that aspect of education that transforms a person who has been introduced to the mysteries of medical science into a humane physician who understands that his profession is more than a means of making a living. It is that aspect of education that makes out of a student of the law more than a shyster and ambulance chaser and brings him face to face with the noble aspects of his role and that of his profession in modern society. It is that aspect of education that makes the holder of public office a true servant of the people, humble in the awesome responsibilities and duties that he must discharge in society.

All this takes time. Thus, our universities have rightly reached the conclusion that before young men and women can enter the professional schools, they must first have a liberal education. Our seventeen-year olds do not go to medical school or to law school. First, they must go to college and learn something about themselves and about the world in which they live. Happily, there is a steady movement in the direction of infusing into our educational system a strong commitment to the liberal tradition. Happily, notice has been served on those who scorn our colleges as places for liberal arts loafers that language and literature, history and political science, and the life and earth sciences, philosophy and mathematics do much to make educated men and women out of those who prepare to teach, preach, go into business, or enter one of the professions. It is in the liberal arts college that these so-called loafers learn to refine and sharpen those intellectual tools with which they can think clearly, accurately, and independently. In the laboratory, in the library, in the classroom, they learn how to become the final judge of the things that matter most and that are significant for them and for society. It is in places like this one that they develop trained minds and disciplined habits in the relentless pursuit of truth.

Happily, too, there is a steady movement in the direction of infusing our professional education with a larger measure of liberal arts training.

Thus, in recent years, one of the strongest areas of the curriculum of the Massachusetts Institute of Technology is the liberal arts program. Young men not only study aeronautical science

and civil engineering but also English, history, and international relations. Recently, I have had the opportunity to examine the curriculum of the North Carolina State College of Agriculture and Engineering at Raleigh, and I was delighted to discover that the liberal arts curriculum has been strengthened almost as much as the professional curriculum in the past twenty years.

During the past ten years the University of Pennsylvania has been conducting an Institute in the Humanities for Executives. Each year the great regional telephone companies have been sending their young executives there on full salary and all expenses paid to study. The one thing they are not to study is business or any professional fields directly related to their work in the telephone companies. The president of one of these companies said that they sent their men back to school for a year to study literature, history, philosophy, music, and the like because they believed these studies would make their young executives better business men. "We have machines to count, keep books, and do many other things. What we need," he said, "is men, not machines, men who can think and improve the services of this organization."

So, they study James Joyce's *Ulysses*, the music of Brahms and Beethoven, the living ideas of the great philosophers. Some may regard this as an odd way to train for the business world, but a year of "loafing" in the liberal arts is regarded even by hard-boiled, realistic businessmen as a most significant experience for would-be business leaders.

As the North Carolina College enters its second half-century of service as a liberal arts institution, its role is clear. It is the role that every institution of a similar nature in the country must play. First of all, it must continue to resist the forces that seek to transform it into a second-rate, short cut avenue for the training of men and women to make a living. I was here at the end of the Second World War, and I know something of the pressures that were brought to bear to introduce courses of study in a variety of fields, for which the returning veterans with G.I. benefits would pay. It is to the eternal credit of the officers of this institution and the state officials that these pressures were successfully resisted. The pressures on a public institution to dilute the curriculum are always enormous, and every public servant, from the Governor on



down, is to be congratulated when his policies and his support make it clear that this is and will remain a liberal arts college of the highest order.

Perhaps more than any other kind of institution of higher education, the liberal arts college must maintain the conditions and climate that facilitate the wholesome maturation of men and women and their movement toward the goal of real education. Its devotion to the pursuit of truth at the very highest level must be made manifest, for the untrammelled pursuit of truth is the very center of the ideal of a liberal education. The liberal arts college worthy of its name is a place where ideas and truths are no more durable than the intrinsic value they possess after rigorous scrutiny and criticism.

The modern liberal arts college must be more concerned than ever with training young men and women to think critically and constructively about the major problems they and their fellowman must face. This is the way in which responsibility is assumed. This is the way in which the educated man and woman, whatever his vocation or profession, should function in the social order. Because of the increasing complexities of society and because of the redefinition of the function of political and social institutions, the role of the individual is constantly changing. The college must be aware of these changes and adjust its own program accordingly. This does not involve throwing the curriculum overboard, but it does involve a constant examination and evaluation of the curriculum. How can political science be taught the way it was taught a generation ago during which time the role of government and the relationship of the individual to it have changed so radically? How can one have the same attitude toward foreign languages today that he had twenty years ago, when the world has become one little neighborhood, thanks to the annihilation of space and time by modern means of transportation. Vitality and sensitivity are hallmarks of the liberal tradition. The modern liberal arts college is the proper repository for this tradition. Its role in maintaining a lively interest in change seems, therefore, clear.

The modern liberal arts college must be the center of a wide variety of activities and functions looking toward the improvement of the condition of mankind in the community, state, and nation.



Colleges worthy of their names have never been ivory towers. The contention that they are is a myth perpetrated on an innocent and unsuspecting people by the anti-intellectuals. This myth has been kept alive in the hope that the creative resourcefulness of the college will not be brought to bear on those conditions in society that need changing. One could spend hours refuting the claim that colleges have no interest and should have no interest in the current problems of society. It is enough here to insist that the modern liberal arts college should, may, and must play an infinitely larger part in helping to solve the major as well as the minor problems of mankind.

This college, for example, should be concerned about housing in the community, about labor conditions, about race relations, about politics. And it should be prepared to play a role in improving conditions in these areas. This college and its sister institutions throughout the country should be concerned about the national economy, political morality, foreign policy, and the like; and it must assist in the formulation of ways to strengthen and promote the national interest in these areas. Likewise, it should be greatly concerned about the major world problems, the uses of the new energies, the feeding and clothing of the vast millions of destitute people, the development of backward and underprivileged areas.

If the young men and women who pass through these doors catch something of the spirit of public responsibility and combine it with the power that knowledge gives them, these and other problems can be faced intelligently and a significant beginning toward their solution can be made. One can hope that in this next half-century, North Carolina College will be in the forefront of liberal arts colleges assuming its role and discharging its obligations effectively to the community, the state, the nation, and the world.

# Charting the Course of Today's College

## DISCUSSION QUESTION:

WHAT APPROPRIATE DIRECTIONS SHOULD THE MODERN COLLEGE TAKE IN THE LIGHT OF THE FORCES CONTENDING FOR SPECIAL EMPHASIS?

*College Liaison:* Dr. G. T. Kyle, Dean, Undergraduate School.

*Moderator:* Major L. P. McLendon, Sr., Chairman, North Carolina Board of Higher Education.

*Resource Person:* Dr. Theodore A. Distler, Executive Director, Association of American Colleges, Washington, D. C.

*Contributors:* Dr. R. P. Daniel, President, Virginia State College; Mr. Charles R. Holloman, Assistant Director and Acting Budget Officer, North Carolina Department of Administration.

*Consultants:* College and university Presidents, Deans, Special Representatives, and Administrative Officers.

*North Carolina College Associates:* Dr. W. H. Brown, Dean, Graduate School; Dr. Albert L. Turner, Dean, Law School; Dr. Joseph H. Taylor, Director, Summer School; Mr. William Jones, Business Manager; Mrs. Frances Eagleson, Registrar; Miss Louise Latham, Dean of Women; Mr. John L. Stewart, Dean of Men; Mr. Eric Moore, Library; Dr. Rose B. Browne, Education; Mr. Brooklyn McMillon, Health Education; Dr. William N. Smith, Bureau of Educational Research; Dr. Ernest Manasse, Philosophy; Dr. W. E. Farrison, English.

*L. P. McLendon:* In the light of our experience and the history of higher education in the United States, I believe all of us will agree that now, and in the foreseeable future, the course of a college must be charted, if the institution is to be worthy of its designation as a college. While there are a number of valid reasons for that conclusion, I think one is paramount and sufficient, the necessity of defining the college in terms of the sort of educa-

tion it proposes to provide. We reach the same end result if we answer the question: "What is the function of the College?" A functional design or plan is just as essential in the building of a college as an architect's drawing is in the building of a large or complicated building intended for a specialized use. It is not an easy task to define the function or functions of a college, as many of you know from experience, and I anticipate that some of you want to discuss some of the more serious decisions involved.

The second step in charting the course of a college is, what I call, the adoption of two standards: one for admission to the faculty and one for the admission of students. I believe one of the more important and generally accepted tests of the quality and character of a college is the academic standing of its faculty. As far as it goes, that sort of test is good. But, of equal, if not greater importance, is whether the members of the faculty are good teachers, combining academic achievement with the capacity to excite students to learn.

A standard to be conscientiously observed for admission of students, though reluctantly accepted by many institutions, is finally being recognized as a necessity. Without such a standard, the waste of time and talent of both teacher and pupil, to say nothing of the economic waste represented by the cost to the college and to the student, cannot be justified. The argument that by taking all who come you are giving every applicant a democratic chance and that by so doing an occasional "diamond in the rough" will be discovered has lost all of its appeal in these days of crowded campuses and a shortage of teachers.

The third thing I would mention in charting the course of a college is the dedication to learning of the institution in all its parts, trustees, faculty, and students. On this point, I borrow a statement from a pamphlet just issued by the American Council on Education entitled "The Price of Excellence"—this is the statement: "*The most important thing that can happen in any institution of higher learning is learning; learning to think, to relate, to do.*"

A fourth thing to be considered is the character of the college. While the first three things, the function, the standards for recruiting faculty and students, and the emphasis on learning, will, I am

sure, affect the character of the college, I am equally sure that they are not the only things entering into character. Indeed, it may be difficult to define the character of a college. It surely is something more than the character of the President, of the Board of Trustees, of the faculty, and of the students. It is something more than the buildings, the equipment, and the library. It defies description because it is largely intangible. But it will certainly exist, either good or bad. Of this much I feel sure, the character of a college develops from experience and living proof that its ideals are high; that it will not compromise excellence; that it stands against all the evil winds that blow from bigotry and prejudice; that it teaches, in season and out of season, that there can be no substitute for the sort of education which enables men and women to meet and answer with calm and discriminating judgment the questions that inevitably arise in the forward march of civilization. It is pride without conceit, courage without boasting, confidence without arrogance, and leadership without demagoguery. In short, it is a beacon lighting the pathway to a better society in a world at peace with God and man.

I take pleasure in recognizing one who can and will speak to us as one with authority, professional experience, and outstanding achievement—Dr. Theodore A. Distler, Executive Director, Association of American Colleges.

*Theodore A. Distler:* I wish to discuss six points under the topic: Charting the Course of Today's College. First, *the student must be at the center of our consideration*. It seems to me that all that we need to be concerned about, all that we ought to be concerned about is the student. Our basic concern in this nation is to see to it that every youngster in the nation shall have an opportunity to develop his God given talents to the highest potential consistent with his aptitudes and his abilities, *if he wants to*.

Much is heard to the effect that hundreds of thousands of students in the very top of their graduating classes from high schools cannot go on to college because of financial circumstances. This is sheer nonsense; no one has ever demonstrated the truth of it. What we do know, however, is that one of the real deterrents is the lack of a motivating force. Now, if we are to maintain our democratic principles, then it seems to me that we should do



everything that we possibly can, in terms of the national interest, to recruit, to urge, our very brightest youngsters to go to college. If they need means, we should do everything we can to provide those means for them even if it means paying for everything, because they are such a great potential. If after we have done our very best in facing up to this, the bright student says, "I don't want to go to college," he has a right to say that, and we must never deny him that.

This does not mean that every student should take the same kind of education. Education is the right of every qualified person—but at a variety of levels consistent both with what he can do in terms of reaching his ultimate basic wishes and with the national interest. It is the responsibility of the individual desiring an education to demonstrate his competence to engage in the educational program of his choice at any given level. We must not forget, then, that there is the right to have the opportunity, but there is also the responsibility to earn this opportunity.

Second, *while these problems are national, I think the solution depends most naturally and basically and most effectively on the state level.* I believe that public and private planning go together and must take place. Right now there are all too many states that are operating as though public education were here and private education were there, when, after all, the total resources of any state are limited, in terms of what private individuals, foundations, and industries can do. There are also limits in terms of what can be done with the tax dollar.

Therefore, in every state, it seems to me that we ought to have some central agency with due representation of private and public institutions that will first survey the resources of the state, indicate the potentialities, and indicate the needs that exist in the state in terms of the educating of the young. This central agency should also take due cognizance of the input—those students that come from outside of the state into the particular area, and the outflow—those that migrate to other states. Having these basic facts, it seems to me that there ought to be a central legal authority in every state that would at least have an advisory function in higher education to determine whether or not this, that, or the other institution may be brought into being. This agency should

be representative of both the public and private sectors. I think at the state level, all resources in higher education are necessary—public and private, junior colleges, four-year colleges, universities, graduate and professional schools. Each can play an important role, but they must plan cooperatively. If they all go off in several different directions, there are not going to be resources enough

This brings me to the *third point: we must not think only on one type of institution*. I do not think, as I travel the country over, that the problem is one of increasing the number of the same kind of institutions as it is a problem of providing for greater diversity so that every youngster who can may benefit from some form of post-secondary education. Another thing that I think we have got to face up to is that all institutions should have a useful purpose, and when they have a useful purpose and perform well in terms of their objectives, they are good institutions. In other words, I wish that one of my dear friends years ago had never invented the term “junior college” because somehow there is a kind of social connotation that it is something less than a college.

I maintain that the so-called community college, which I much prefer to call it, serves a very useful function. I think a trade school serves a very useful function, and I think we have got to get over these social distinctions.

Any man is doing an honorable piece of work, whatever his economic or social level, when he is serving the rest of us human beings. The three greatest lessons that were taught me were never taught by any professor in a class. They were taught to me by an Italian carpenter and cabinet maker, by a Scotch gardener, and by an Irish policeman, all on the campus of a great university. These people were performing. We have got to get over the idea somehow, that institutions are different socially. One of the things that I deplore is that some institutions, instead of carving out their own destiny, are attempting to be cheap imitations of other kinds of institutions. I think it is much better for an institution to determine what its destiny shall be and then live with that.

*Fourth:* Within institutions themselves, I think we have got to restudy our own way of doing business. Some of our institutions are operating on outmoded curricula. They have got a proliferation of courses. Too many of our academic calendars are not

academically justifiable. I think we have got to face up to the fact that we cannot live with this agricultural calendar of two semesters that has no relationship, really, to doing a sound body of academic work. It is related, rather, to holidays and holy days, and to the time when we were basically an agricultural economy. I think that most of our institutions are going to have to operate the year round. We might just as well face it, whether we adopt the quarter system or the trimester system. The faculty members will have to reorganize their courses so that the curricula and the calendar can be realistically congruent. This would then be an academically defensible schedule.

Furthermore, I think that some faculties need to be upgraded to cope with the modern advanced education which students get in secondary schools. This actually frightens me and I suspect that it will save professors of physics when they are confronted with some of these bright youngsters who have taken these modern courses in physics. We have got to remember that the faculty of a college must also grow in terms of what they may face.

We have got to take a fresh new look at our extracurricular programs on which our students spend so much time. Are they really contributing to the total educative process? Does inter-collegiate athletics through some of its kings, such as football, really contribute anything to the ongoing life?

We have three objectives in the educative process. We want these students while they are with us to grow spiritually, but we want them to continue that spiritual growth after they leave us. We want to do the same thing with their intellectual growth. We want to give them the basis not only to grow while they are with us but to provide for them the kinds of incentive that will permit their intellectual growth to go on, and the real test of education is how much they grow *after* we confer the baccalaureate upon them. And then, there is the third objective which we seek to serve in our extracurricular activities: Might it not be better for us to make a good golfer or an archer or a bowler out of a man so that he and his wife can continue this kind of activity beyond college? I am just raising it as a question; I did not say eliminate football.

May I just read the only formal statement I am going to read:



"THE NEED AND THE CHALLENGE" from *Final Report of the 17th American Assembly on The Federal Government and Higher Education*:

This nation has urgent need to know and understand the value and condition of higher education.

We Americans believe in education. But we must understand and appreciate as never before the goals, attainments and requirements of our colleges and universities.

As a people we must recognize the essential contributions of example and achievement provided by both privately and publicly sponsored institutions. We must recognize the necessary freedom of colleges and universities to pursue the goal of truth wherever it may lead. We must understand and accept the difference between equality of educational opportunity and variability of individual talent for higher education. We must recognize that expansion of educational opportunity means both the improvement of educational quality of many kinds and the growth of diverse educational institutions.

American society has achieved its present position of freedom and power through the interacting initiative, labor, and faith of individuals, groups and governments. Each of these forces has an essential role in higher education. No one person or set of persons, no one organized body, no one level of government can be expected to sustain and expand the system of higher education which will be required for our national and individual well-being.

Higher education cannot attain its purposes—the growth of the individual and the expansion of knowledge for the public good—unless students and their families take the responsibility seriously. Higher education is not a universal right. It must be available primarily on the basis of talent and interest. It must be considered a continuing challenge to the student's moral sensitivity and will to work. Students and their families must be expected to bear a part of the cost of higher education. Tuition and other fees should be increased in those institutions in which present fees are nominal or disproportionately low. A program of student aid should accompany increases in fees to assist those who cannot pay higher charges.

Equally, however, higher education needs a deep commitment from all Americans. Every citizen must realize that he shares a direct and individual responsibility not merely to sustain but actively to enhance the value in our society which only higher education can provide.

The discharge of the total responsibility for higher education requires persistently more effective management of all colleges and



universities, and it calls for continued participation and increased support from individuals, corporations, foundations and all levels of government. The whole enterprise will suffer seriously if support of higher education by the Federal Government comes to be regarded as a substitute for other sources of support. Federal support should be only supplemental. To have it otherwise would endanger the idea of distributive responsibility which is the bedrock of effective democratic practice.

*Fifth: Facing the challenge in terms of the student will not be easy.* In all areas mentioned, we may have to re-structure internally. We shall have to throw out of the barn some sacred cows and depart from some outworn traditions.

And finally, *sixth: We can accomplish our task because our job is not to take a bad system and make it good but to take a moderately good system of higher education and make it better.* Our central aim and purpose should be based on John Stuart Mill's statement: "Men are men before they are lawyers or physicians or manufacturers; and if we make them capable and sensible men, they will make themselves capable and sensible lawyers and physicians."

We keep this in mind at whatever level in higher education we are operating; namely, that, whatever else we may want to give in the way of education and training, the central objective is to make good men and good women.

*R. P. Daniel:* I wish to confine my remarks to, "Charting the Course of Today's College," with special reference to an administrator's point of view. Since the charting of any course involves the consideration of significant focal points, my discussion will relate to four focal points which I believe to be important considerations in charting the course of today's college.

Focal Point 1.—Increased enrollment to be matched by academic excellence.

A steady increase in the proportion of the college-age population demanding higher education presents the problem of the preservation of quality education in meeting the needs of quantity education. In American industry we have come to the belief that

"the bigger, the better," but in American education, there is a popular belief that quantity and quality do not go together. Such a belief is fallacious; quantity and quality are not axiomatically mutually exclusive.

The quality of the learning is determined by the quality of the teaching which is determined by the quality of the teacher.

The size of the institution and the quality of the instruction are not necessarily in inverse ratio. A comment by President Eric A. Walker of Pennsylvania State University is relevant to this point:

I suggest it is as easy to get poor teaching in a small institution as it is to get it in a large one. In fact, it may be easier to do so, since the instructor in a small school might be pressed into service to teach a course for which he has no particular training or inclination. The large college or university, on the other hand, is ordinarily able to provide the instructor with more and better tools to help him do a better job in counseling and guidance service, libraries, laboratories, and the like.

On the other hand, in spite of physical limitations, the small college may attract a significant number of qualified teachers more interested in dedicated service than in salaries. In the final analysis, whether in large universities or in small colleges, excellence in education depends on "teachers with a genius for cultivating young minds." A major task of administrators is the securing of such teachers.

Focal Point 2.—The determination of the emphases of a given college.

A college cannot be everything to everybody. The proliferation of courses is the result often of the endeavor to meet a multiplicity of demands. No one college can expect to meet every need. There are not too many colleges, but there may be too many colleges endeavoring to extend their curricular offerings over a broad range of studies. The trustees, the administration, and the faculty of a given college must define clearly the scope of its program. I commend our host College upon the research publication, "The Challenge of the Future," which is a brochure on educational planning for North Carolina College at Durham, 1960.

Focal Point 3.—The developments in the political, social, and economic spheres beyond direct control of higher education exert conflicting pressures.

The demands related to defense, security, and to world responsibilities have put a premium on the sciences and certain foreign languages. On the other hand, increased industrialization and urbanization have put emphasis upon economics, sociology, and other of the social sciences. Further, the concerns with self-determination, human dignity, freedom and culture raise considerations of morality, religion, philosophy, and the humanities.

Thus conflicting pressures may lead to over-emphasis in certain areas and to the neglect of others. Herein the administrator and his faculty must face the role of general education as a concomitant to specialized education.

Focal Point 4.—Securing the financial support to make possible an effective college program.

The administrator is faced obviously with problems of appropriations, endowments, donations, fees, buildings, equipment, laboratories, libraries, salaries, scholarships, and loan funds.

Since these are the concerns of the next speaker, I shall leave their discussion to him.

You will note that because of the time limitations my comments have only been allusions, as requested, but I hope they have been of significant relevance; I hope also that my comments may be sufficiently specific to stimulate definite planning on the part of all of us concerned with the role of our colleges in the 1960's.

*Charles R. Holloman:* My remarks will be confined to a presentation of issues relevant to budgetary problems.

It is a pleasure and a privilege to be with you today to discuss issues relevant to budgetary problems in connection with charting the course of today's college. It will, of course, be for you to judge whether my contribution to this discussion is half-baked or well done. I can assure you, however, at the beginning that it is "hot off the griddle" because, for the past several weeks, the Governor and Advisory Budget Commission have been holding

meetings with me and our staff on this very subject in preparing budgets to finance operations and capital improvement programs at our 12 State-supported colleges, during the 1961-63 biennium. In this effort, we have had excellent cooperation and assistance from the institutions themselves and the very able and somewhat more objective advice of the North Carolina Board of Higher Education of which your distinguished Moderator, Major McLendon, is Chairman.

Today, tonight, and tomorrow, we expect to summarize the *tentative* conclusions on these budgetary issues and set down the dollar amounts which the Governor and Budget Commission will recommend to the 1961 Legislature when it convenes next February. We refer to these conclusions on the budgetary issues as *tentative* for two reasons. In the first place, the Legislature may change them. It has full power to change or to create policy. In the second place, all of us realize that these issues can never be permanently, totally, and satisfactorily resolved so long as we have a dynamic society aspiring always toward the perfection of man as a free, civilized, social, and moral creature and toward the eternal conquest of man's environment.

In my ten years of working with our College Administrators, our Governors, our Budget Commission, and our Legislature, I have observed a tacit acceptance among them of certain basic premises, among which are these:

1. That the benefits to be derived from education are so great as to be incalculable and are ultimately unlimited.
2. That the amount of money which can be spent beneficially in financing education is likewise incalculable and is, ultimately, unlimited.
3. That the real limits of financial support must always be somewhat arbitrarily fixed by judgments made on the basis of the money resources available to support education and other necessary programs, rather than on the basis of meeting all reasonable needs. Within limited financial resources, priorities must be assigned to plans and programs for the purpose of making the wisest possible distribution of the money we have available. This, again, necessarily involves



passing judgment upon the relative merit of those plans and programs. These judgments raise the issues which are debated among us in our assemblies and in the press.

Now what, specifically, are some of the major budgetary issues relevant to today's college?

First, there is the general issue of how large a part of our public spending can be allocated to the whole governmental function of education; and, within that, how much can be allocated to higher education. In North Carolina today, 76 per cent of our State General Fund expenditures go to operate education programs, including the support of retirement programs for employees in the education services. Higher education accounts for about 11 per cent of spending from the State's General Fund.

With particular reference to a college operation, I find the following issues are of most interest in North Carolina:

1. What can be done to make sure that every young person with ability to master college work has the opportunity to attend college? The financial response has been in the direction of providing scholarships and loans to able, needy students. The bigger problem of motivating able students to attend college needs the attention of educators rather than budget officers.
2. Who should pay the major cost of college attendance, society or the individual? Or, with reference to public colleges, should the government or the student and his family pay the larger share? In our budget discussions, this boils down to such questions as:
  - (a) Should tuition be raised in the State colleges and, if so, how much?
  - (b) Should construction and operation of dormitories, cafeterias, student centers, swimming pools, etc., be partly or completely financed from student charges? (We assume that academic, administrative, research, and medical service facilities should not be financed by student charges.)
  - (c) How will rates charged at our public colleges affect the enrollment trend at private institutions in the State?

3. A third issue is what level of salaries should be maintained for professional personnel? It is our impression that few, if any, of our public colleges have developed clearly defined salary schedules and salary-fixing practices. On the State level, our Department approves a minimum and maximum salary range and the budget provides funds to support an equitable average salary level, as compared with similar institutions.
4. A fourth issue is what work load should be expected of professional personnel. This involves consideration of hours of instruction delivered per week, length of term, student-teacher ratios, and research or administrative responsibilities. At the State level, we have only in very recent years concerned ourselves with these matters. Continued study of practices in the colleges have contributed to increasing concern and State level attention.
5. A fifth issue is what should be done about the attendance of out-of-state students. In North Carolina, we lack uniformity in our treatment of out-of-state students. For example, when is a person who has moved from the State to begin paying the out-of-state rate? That is one question. Another is, what percentage of the student body should be out-of-state? We have the impression that in some institutions, if no control were exercised outside the college itself, it might become a foreign student body, almost entirely. I do not mean outside the country, necessarily, but out of state. Out-of-state students pay a higher charge and are more highly selected than our North Carolina students.
6. A sixth issue is: can fuller use be made of existing academic facilities by the scheduling of more afternoon and evening classes or by using larger class sections and reducing the number of classes with small enrollments?
7. There is the perennial issue of what should be the relationship between the State government—particularly the Budget Office—and the State-supported institutions of higher learning.

As I see it, a State college exists for no other purpose than to advance the interest of the individual, the State, and the Nation, now and in the future. The State and Nation must have a sufficient number of citizens capable of rendering public service through its professions. We must marshal the resources of science and learning for the solution of our problems—industrial, social, and governmental. We must have a body of citizens who, whatever their occupations, are competent to weigh intellectual questions and to create intelligent public opinion. Our institutions must supply us, then, with professional education, with general higher education, and with adequate research. If they fail to do this, that fact will be registered in the prosperity, the health, and the tone of our State and National life. To plan wisely the use of our funds in the sound qualitative and quantitative development of the college is the first requirement of good college administration if it would generate in public and legislative understanding that degree of confidence which will bring forth the financial support it needs. North Carolina College at Durham has been fortunate enough to have administrators who have accomplished that in large measures. I say this, not because I am at North Carolina College, but because I have said it again and again.

## QUESTIONS AND COMMENTS

### I

Generally, public colleges are expected to expand even though this expansion means a dilution of the quality of offerings.

It is impossible with the present teachers' market to provide teachers with quality and experience at the rate at which the enrollment can increase.

In view of the pressures associated with expanding enrollments and in view of the need for increasing academic excellence, what modifications, if any, should be made to control admissions?

Several statements in response were made.

One response dealt with the California Plan. Basic to the plan is the idea that all students should have the opportunity of going beyond the secondary school if they can demonstrate that something useful will happen to them in terms of their personal lives

as well as in terms of their increased usefulness to the state and nation.

Certain kinds of institutions are designed to do certain kinds of things. At the university-structured institutions, six or seven in number, only the upper 12½ per cent of the high school graduating class may apply. At the general purpose institutions, ten or twelve in number, the upper 33⅓ per cent of the graduating class may apply. Others may go to the junior colleges.

Transferability from one institution to another depends upon performance.

Other comments were as follows:

Special treatment should be provided for those who are exceedingly brilliant, but the average student should be sought out and not neglected.

Some persons are misinterpreting the meaning of "excellence." If the average student can be kept reaching, then he can attain a kind of excellence which is important.

What should be done in situations in which the students do not have choices as they do in California? There are many areas where there are only a few, if any, community colleges.

The response to this question was: A state is deficient and is not serving its citizens and the nation when opportunities for all are not possible. In situations in which higher education is not structured to provide for a wide range of talent, an institution is justified in doing its best to make sure that a person is given every possible opportunity to develop his capacities educationally. No door should ever be closed.

We ought not to sacrifice quality for quantity in Negro institutions. Allowance in admission requirements should be made for boys and girls who have not had proper exposure before entering college.

## II

The smaller colleges ought to be protected against "job skipping." What can state organizations do to aid the small private colleges in maintaining their teachers and to put some morality into this practice of "job skipping?"

One suggestion was that tuition grants to residents of a state



should be provided for students. By this means, private colleges could increase their charges and thereby be able to pay better salaries.

It was pointed out that the Commission on Academic Freedom and Tenure of the A.A.U.P. has been working with public institutions in an attempt to set forth some basic ethical principles. The effort is being made to develop an appreciation that once a teacher has signed a contract, both he and the institution have a moral responsibility as well as the institution which proffers it.

### III

Whose responsibility is it to enlarge the opportunity for the orientation of college presidents? No one in a college comes to his work any less prepared for it than the college president. It may well be true that most of the problems which occur do so because we have unimaginative and dumb people running the colleges.

An opinion was expressed that an effort directed toward meeting the need expressed should be a cooperative one, involving many organizations in higher education, e.g., the Association of American Colleges the American Council on Education, The Land Grant and State University Groups.

Another expression was that it appears that the Harvard Program might have bred by now a larger program, for example, a program on a regional basis.

Further, it was stated that quite aside from the problem of identifying and orienting college presidents is the similar problem of identifying and orienting academic deans.



## PART FOUR

### THE ROLE OF THE COLLEGE IN TERMS OF STUDENT-COMMUNITY-ALUMNI PATTERNS





## Panel: The College and Accelerated Social Action

### PANEL QUESTION:

WHAT IS THE ROLE OF THE COLLEGE IN RELATIONSHIP TO ITS STUDENTS AND TO AGENCIES ENGAGED IN SOCIAL ACTION PROGRAMS?

*College Liaison:* Dr. Albert L. Turner, Dean, Law School.

*Moderator:* Dr. James M. Nabrit, President, Howard University, Washington, D. C.\*

*Panelists:* Mr. Harry Golden, Editor, *The Carolina Israelite*; Dr. Douglas B. Maggs, The Law School, Duke University; Mr. Marion Wright, Vice Chairman, Southern Regional Conference; Mr. Daniel H. Pollitt, Professor, The University of North Carolina Law School.

*Interrogators:* Mr. McNeil Smith, Chairman, North Carolina Civil Rights Advisory Commission; Dr. Asa T. Spaulding, Member, North Carolina Civil Rights Advisory Commission; Mr. J. Nelson Strawbridge, Chairman, Durham Committee on Human Relations; Mr. Daniel G. Sampson, North Carolina College Law School.

*Consultants:* College and university Presidents, Deans, Special Representatives, and Administrative Officers.

*Student Resource Persons:* Lacey Streeter, Callas Brown, Deggie McAllister, James Bryant, Valeria Lynch, Parthenia McCall, Augustus Davis, James Walker, John Avent, Jethro Hawkins, Madie Pearce.

### *Opening Statement*

Increasingly social action programs are being initiated by local, state, and national agencies outside the college. Increasingly college students are cooperating with the social action programs

\* Dr. Nabrit was unable to preside at the opening of the session.

initiated outside the college. Often students themselves initiate social programs. Irrespective of how these programs get started, college students do get involved. The decade of the 1950's more than any previous one in history, has witnessed Negro college student unrest and dissatisfaction with mores, patterns of behavior, and inequality against which they have demonstrated vigorously. Seldom have these student efforts at initiation of, or cooperation with, social action programs been administratively inspired. Yet the college administration has been called upon by community and state pressures, directly or indirectly, to state philosophy or principles, and to formulate policies for the regulation or control of student participation.

In the midst of social action programs stands the American dream of equality on the one hand, the proper path to fulfillment on the other. In the midst of student efforts which they term "fulfillment" and the community pressures which term these efforts "civil disobedience" stands the modern college.

In former periods the Negro college was the center of leadership. Ideas of an academic nature as well as those of a social action nature emanated from the college classroom. The college president and his administration symbolized the leadership group. College students today look to the classroom for leadership in academic ideas but to local, state, and national organizations outside the college for leadership in social action. The situation gives rise to the question, what has happened to the college's leadership function? The seeming dilemma which faces leadership function, college or otherwise, is the apparent atmosphere of no compromise which exists between the student efforts in social action and the community pressures which countenance no acceptance.

The opening of the 1960 decade poses a series of questions relative to the role of the college. What responsibility does the college have to student initiated social action programs? What responsibility does the college have in general to social action programs initiated by local, state, and national organizations?

The method of procedure is that each of the discussants will speak for eight minutes, and the interrogators will have 32 minutes for questions and answers. There is a student panel which will ask questions, and questions will be accepted from the audience.

*Harry Golden:* I have made 55 political speeches so far this year and I thought it best that I write this out before I make another political speech. During the recent political campaigns all the candidates, at the national and state levels spoke of the great need for an expanded system of education. They all agreed that this was the most important issue of the day. We do not need to go into details here. I think you educators, panelists, and students are well aware of the problem, and I am sure that you all agree that their expressions were not insincere, but I do not believe that the discussion should end at the close of the campaigns. On the contrary, I believe we owe it to ourselves and to our country, and to our state, to continue the debate at every possible opportunity. We have just selected in North Carolina a brilliant young man as the next Governor, a man with a good brain and a good heart and who has specifically directed his campaign to this problem.

As a matter of fact, the big issue in this campaign was that of expanding the educational system. I would like to offer this expression, that the expansion of our educational system is utterly impossible unless we are willing to come to grips with the race issue and implement the Supreme Court decisions against segregation by race in the free public school. Now, the reason why expanding the educational facilities in our State is impossible under present conditions is that you cannot expand your educational facilities in any relaxed manner; when you try to do your best but are confronted constantly with the threat of court action.

Educators, as I see it now, must necessarily become public relations men and school boards must devote half their time to the problems of race relations, inventing all sorts of schemes and ventures to "hold the line." This effort in our State and in other states to maintain segregation of the school by token integration has produced a brand new cruelty, a cruelty we rarely think about. "Why do you want to go to a white school?," a ten-year-old child is asked by a school board composed of four big businessmen and a Christian clergyman. "Aren't you happy among your own people?" They ask this of a ten-year-old child who stands alone before them, and his bewildered mother is admonished, "No questions, please." Since I witnessed this, I will be very glad to fill in the details, very happy to do so.

The illegality of racial segregation is not the only thing that was banned as an obstacle to the expansion of our system of education. What we do in North Carolina or Georgia or in Tennessee is part of our foreign policy today. When I was a boy, our whole world revolved around who would be alderman, who would be sheriff, who would be the Tammany leader. Today, we want to know who will be Prime Minister of Iran? Who will be the new Prime Minister of the Congo and what is happening in the attitudes of the men who rule China? There are no domestic affairs today, there are no foreign affairs. They are completely one. The housing problem in Detroit is part of our foreign policy, as is the ten-year-old child who is asked, "Why aren't you happy in your own school?"

I know very little about military bases or missiles, but I know a little about the bases of democracy. And I know that we have not met our responsibility there. The editorials that come out today, both in Charlotte and Chicago, as I have seen them over a month or so, speak of missiles or financial aid to foreign countries. But when it comes to matters concerning human dignity and when will a substantial portion of our population become first-class citizens—these details are hidden on the financial page in small type because we are hesitant to speak freely about matters of human dignity. I need not go into details of this order except perhaps to say something that might not be in the law but is certainly in the conscience or consciousness of the human mind; it is something which is as valid as any law I have seen: When you limit others, you limit yourself. We have seen this in the South for 75 years. When you draw a line to say so and so shall not cross this line, you find that you spend half your life watching the line to see that the fellow does not cross over, in that way you limit yourself.

Now let us go into a few details which have obscured this entire issue in the last six or seven years. The first great obstacle, the first thing that I think created a vacuum in this matter was the fact that President Eisenhower did not fully understand what was at stake when a few weeks after the Supreme Court's decision in May, 1954, he said, "I do not believe that you can legislate against prejudice." This was guaranteed to help create the vacuum



because this was not the issue at all. You cannot legislate against prejudice even if you tried; it is in the hearts of men. There was no intention to legislate against prejudice. What was involved was not an effort to eliminate prejudice, which you cannot; it was something perhaps more important.

There are places where I cannot go, thousands of places, because I am a Jew. But this has not taken away from me or from any Jew the right, the ability, the capacity or the opportunity to achieve whatever there is to achieve. It has not taken anything away from us at all because it is not on the books. First of all, prejudice is a bad thing but it does not concern me at all. I let the hotel clerk worry about that. I do not worry about it. Every-time he gets a telegram asking for a reservation, let him say, "I wonder if he is the wrong kind."

Another obstacle has been the repeated statements made by many people in high places. These have been to the effect that things are very bad in New York, Chicago, Detroit, etc., with regards to the Negro; it is not only a southern problem, look at the trouble in those areas. Our trouble here, again, is that we should not permit them to get away from the basic issue or ideas. In the North, as bad as it is and believe me, it is bad, discrimination and segregation are not sanctioned by law, and that is the big difference. It is not sanctioned by statutes. Yes, in referring to these Northern areas in general, they completely obscure the truth by saying it is very bad in Chicago, therefore, justifying our own attitude. These were the statements made by one of the local candidates in the recent campaign. I repeat the statement because many responsible people have made it, and it is the basic rationalization which has helped to create the vacuum in the South.

One of the candidates said in all sincerity, "We should make Dr. Ralph Bunche a member of the Cabinet." Here, again, he reverted to the same thing that Tammany did in the early part of the century! "Let us put a Jew on the ticket, let us put up an Italian, etc.," until the young fellows came along and broke through this blockade of paternalism and achieved what they have achieved on merit.

Now the question of Dr. Ralph Bunche needing another job, that was not the issue at all. This is the same thing the segrega-

tionists say, "We treat our Negroes good. We bail them out when they are in trouble." But I tell you Dr. Bunche does not need another job and bailing Negroes out of jail is not the issue. What is needed here is to grant humanity to the 26 per cent of our people, to permit them to have complete mobility in an open society as free citizens, to move about as they want to, to live where they can pay the rent, and otherwise conform to the various rules of occupancy. What is needed is to come to grips with the fact that the infant mortality rate among the Negroes is four times that among the whites and that three Negro women die in childbirth to every white woman. If there are any scientists at Duke or Yale, or anywhere, who would come and say these things are happening because Negroes are different, we would bow our heads and say it is too bad, we are sorry, but there is no such doctor, there is no such scientist. These sorrows are the result of racial segregation; an awesome waste of human resources, and no expanded system in North Carolina or anywhere is possible and indeed it is absolutely impossible, until we have decided to come to grips with this problem and settle it simply by removing all ordinances concerning the freedom of people to move about and children to go to whatever school is in their neighborhood with relaxation, confidence—and equality.

*Douglas Maggs:* The question that we are asked under the heading: "The College and Accelerated Social Action" is, what is the role of the college in relation to those who are engaged in social action programs? In the present context here, in this college, at this time in the history of the United States, I take it that accelerated social action and social action programs refer to the movements governmental and non-governmental, toward full citizenship status for the Negroes, the fulfillment for the Negroes of the promise of democracy, a future governed by ability only and not by race, the ending of discrimination, including segregation, in all those fields which are the concerns of the United States Commission on Civil Rights and of its North Carolina Advisory Committee. These fields include public education, public housing, and even non-public educational institutions, such as Duke University, non-public housing, employment in government and in private industry, government facilities of all kinds, all phases of private business held

open to the public, including lunch counters. I take it also, from the wording of the questions put to us that the role of the college means the role of the administrative officers and of the professors of the college as such in relation to those engaged in social action programs, to agencies and to students, and I would add to professors who are themselves engaged in social action programs. With the problem thus conceived, the college must, in my view, distinguish its relationship to its students and its professors in so far as they are acting in the capacity of students and professors, from its relationship to its students and professors in so far as they are acting as citizens rather than as students and professors.

I think that, as an institution, the college should not become, as such, an agency engaged in social action programs. But, and it is a very large "but" I think you will see, I think the college, as such, has an important affirmative role to play and also an important negative role. Affirmatively, it seems to me that as a part of its task in the educating of students, it is for the college to see that its students become aware, understand, and know the historical background of the methods employed in current movements towards full citizenship status for the Negro. The college, I think, should do this in the classroom, in courses, and by arranging for and by permitting and encouraging its students to arrange for outside speakers to discuss these movements on the campus.

Let me be more specific: I think it is the obligation of the college to see to it that its students learn, or at least are given an opportunity to learn, the history of movements for equality and democracy throughout history. The stories of John Hampden in England, of Parnell in Ireland, of the Boston Tea Party; the history of passive resistance and non-cooperation in early Christian life and thought and in the recent past in the Orient have been and are being taught in colleges and universities.

The college should give to its students the opportunity to learn about Tolstoi and Ghandi, and the role Ghandi played in the achievement of independence for India. The college should give its students the opportunity to learn the history of Jim Crow in the United States, the history of movements against Jim Crow and against other racial discrimination, from the beginning right down through the 1950's to the present, including the sit-ins and the



picketing of lunch counters and dime stores. This should include, of course, the history of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States, the history of the Civil Rights Acts, the relevant decisions of the Supreme Court, and the history of the results or lack of results of those decisions.

It seems to me that, on the other hand, the college as such has an almost equally important negative role to play, a negative role which requires great effort and involves great difficulties. The college as such must deal with the protests, the demands made for dismissal of professors, the demands made for dismissal of students, the demands for disciplinary action made by state officials, by legislators, by boards of trustees, and even perhaps by alumni.

Let us consider first, the things that professors and students do as such. In the first place, demands for their removal or discipline may be made because professors teach and students are given the opportunity to learn historical facts, sociological facts which are not palatable to many white Southerners. Again, protests are being made because not only students as such but also professors as such make value judgments on controversial matters and express them in the classroom. Unless students and professors are free to pronounce in the classroom value judgments on Russian regimentation at home and Russian imperialism abroad, on Castroism in Cuba, and on Francoism in Spain, Nazism and racism in Hitler's Germany, and on the recent developments in Africa, to say nothing about John Hampden's stand on ship money, or the Boston Tea Party, or the adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments—unless, I say, students and professors are free to pronounce and discuss value judgments on things such as these, they are not free to study and teach and learn. They must be free as professors and as students to make and express in the classroom value judgments about the Supreme Court decisions outlawing segregation, about the illegal evasion of these decisions by state officials and by county school boards, about the need for an act of Congress authorizing the Attorney General to seek preventive relief against the denial of any civil right, and about the discrimination by proprietors of lunch counters and other private businesses which open their doors to the public. Again, professors



and students on speakers' committees must be free to arrange for outsiders to speak on the campus, even outsiders who express views that are unpalatable to many white Southerners; the presidents and other administrators of colleges and universities must resist demands for disciplinary action against the students and professors who invite such speakers.

Turning to the other matter, professors' and students' action as citizens, we enter the field that has been so important this year. College administrators must resist demands that students be expelled and that professors be dismissed or otherwise disciplined because they have participated in social action programs which are not in violation of valid law. In this connection, let me say that in my opinion, the laws providing for punishment of persons as trespassers when they refuse to leave after they have been refused services at lunch counters because of their race are not valid under the Constitution of the United States.

We come to a much more doubtful thing when we come to the question, is it the obligation of the president or other administrative officials of a college to resist demands for the dismissal of professors or the disciplining of students because they have engaged in civil disobedience which involves the violation of laws which have not been held invalid. I do not advocate such violations of laws that have been held valid. On the other hand, I recall that the Boston Tea Party was not thought to be a disgraceful episode in American history, and there was violence involved in the Boston Tea Party; in the sit-in movements great care has been taken that there should not be violence.

Let me end by saying that I think that presidents and deans can and should have tenure as professors so that if the going gets too rough, they can give up their jobs as presidents and deans and revert to the status of a professor with tenure.

*Marion Wright:* I think one of the most ancient and revered of our copy book mottoes informs us that knowledge is power.

Power tends to express itself in action. The power of the State expresses itself in social action.

The nature of the action will be determined by the wisdom and ethical perceptions with which the knowledge-created power is exercised.

There will never be a surfeit of knowledge. There should be no moratorium on its accumulation. Always it will be the function of the college to pile fact upon fact. But the goal is not found in the size of the pile but in the use to which the pile is put. That use will reflect the vision of those to whom facts are utensils.

It is my thesis that our vision is blurred. We do not correctly see the proper objects of our loyalties. Our first loyalty, we say, is to family; then to our race; then to our State; then to our nation; then to the world at large—if we have any loyalty left over. Actually, that should be the descending, not the ascending order, of our loyalty.

Our first concern should be humanity, men in the mass, around the world. The test of social action should be its effect upon the entire body of mankind, not upon residents of a geographical subdivision alone, or upon race, or family. To settle for less than all of mankind is to contract the range of our sympathy and understanding.

Every now and then the textile industry becomes alarmed at Japanese imports. Congress is besought to take action—to impose restrictions—to protect the American standard of living. Who cares about the Japanese standard of living or even about whether or not the Japanese shall live or starve?

We boast of the number of our automobiles, our television sets, our telephones, even our bathtubs. Our possession of these devices which the rest of the world lacks, our rotting stock piles of food while elsewhere stomachs are empty should give us shame, not pride.

The campus should always be a place where vision is enlarged. That enlargement will take the form of shifting the center of gravity of student loyalties from political subdivisions or race to nothing less than “the great globe that we all inherit.”

Conflicting national interests have been the lethal scourge of mankind. Their submergence and dissipation in a form of world government is the only guarantee of peace.

Incidentally, a prized bauble which we must give up along the way toward becoming world citizens is loyalty to that fictitious entity, the South. It floats in space between the State and Nation. It has no government of its own. It has no corporate existences—

has had none since Appomatox. Yet it is daily invoked by our politicians as if it has some political vitality. Always the rest of the country is supposed to be attacking the South, seducing it from ancient principles.

I should like to see Southern colleges treat the Confederacy realistically—as created to defend an ignoble institution; as having fought gallantly for a cause that should have been lost; and as having been party to a transitory episode in history of no more relevance and concern in the Twentieth Century than the War of the Roses.

It is important that we do this. Acceleration of social action in the South is retarded by a mis-conceived loyalty to a vague, ill-defined and amorphous set of emotions we call "The South." The sooner we cease to think of ourselves as Southerners, the sooner we can get along with the business of accelerated social change.

Certainly, if we should properly have concern with standards of living in Japan and elsewhere throughout the world, if we are abashed by our relative comfort and ease when contrasted with the stark hardship, the bitter poverty of other nationals, we should be concerned with conflicting standards here at home. We should look homeward, Angel. In college terms, there is intramural discrepancy.

Social change at our doorstep in North Carolina and the South will be accelerated when colleges develop, publicize, and teach the students the facts of racially motivated discrepancy. The lower per capita Negro income—half that of the whites—as produced by unjust employment practices of government and industry; the higher infant mortality rate and shorter life expectancy of the Negro as related to inferior hospital and medical services; his inadequate housing and second-rate education, and his higher rate of crime as induced by slum conditions, lack of access to parks and playgrounds, libraries, concerts and other forms of recreation and entertainment—all of these and more are concerns of college and student body. They spring from segregation which has imposed upon the Negro a kind of intellectual and cultural malnutrition. Parity of the races will only be achieved when the last vestiges of that monstrous evil have been swept down the drain.

I begin to think that the college emphasis should shift from accumulation of facts to capacity for indignation. From an examination of facts, conclusions emerge. But if those conclusions disclose injustice and we are unmoved by the disclosure, the labor of accumulation is wasted. The success of our whole social system hinges upon our capacity to react emotionally and effectively to every revelation of inequity. The individual personality suffers a psychic trauma when one represses forever the instinct to strike back at the evils which surround him.

The great law-giver, Solon, was asked, "When will there be perfect justice in Athens?" He replied, "When those who have not suffered injustice are as indignant as those who have."

We seek perfect justice in North Carolina and the world. The groping toward that ideal should be the aim of all social action. The role of the college is to disclose the facts of injustice and to inculcate in student body and public alike the determination that obnoxious facts shall be changed.

There is one thing worse than injustice. It is complacency in the presence of injustice. I suggest a college motto—Down with Complacency!

*Daniel Pollitt:* As I understand the purpose of education, and this is National Education Week, the purpose of education is to conserve, disseminate, and to extend human knowledge, and to pile fact upon fact. As Mr. Wright says, it is to inculcate a spirit of protest, it is to inculcate a spirit of skepticism, the exploring of the inquisitive mind. That is, as I understand it, the basic purpose of education. The school should be critical, rather than credulous; exploratory rather than receptive; rooted in man-initiated human inquiry rather than in faith. Now this is not a selfish purpose because in the panel of the previous hour, we had a gentleman from International Business Machines who spoke about the 610, the missile, and things I did not know anything about. IBM strikes a note in my mind as something rather fearsome but as I sat up in the balcony, I thought, would there be an IBM if we did not have free education in the sense that we have education which is free to teach facts, to teach conscience, to teach doubt and to teach inquisitiveness.



The answer I gave myself was that we would not have International Business Machines, we would not have the 610 which can compute election results; we would not have the guided missiles; we would not have any institutions of law, of banking, of insurance, if the school closed its doors. Where else would we produce the factual person with a conscience, with a mind which is constantly groping, constantly skeptical? So I think that the schools have a unique function, they have a unique obligation, which is to teach knowledge and its counterpart called "conscience."

Especially when I mention or speak of knowledge, I mean respect for honest dissent and for free inquiry. Honest dissent and free inquiry are not always welcome; a week or so ago, I met a Negro from South Africa who is attending State College at Raleigh and he told me he was one of fewer than ten of his race who were permitted to leave his own country to come to America to be educated. At the same time, there are something like 800 white South Africans studying in the United States. The South African Government does not want the Negro educated. As a matter of fact, the Negro has been expelled from the institutions he used to attend and has been sent to special quasi-educational institutions in those places where the Negro is accepted. It is not unique; it has been true throughout history. We have felt it ourselves.

In North Carolina, we were a proprietary colony, and the proprietors feared discussion and dissent. They did not trust education. Education was prohibited in these colonies prior to the American Revolution. It is for that reason the University of North Carolina is the first state university. There was no education in North Carolina because the proprietors feared education.

Well, I think in America that we have lost the fear of education to the extent that no sensible person would dare today to lodge a frontal attack on the institutions of education. No one would say, "Let us abolish the schools." On second thought, I realize there are lots of people who would say let us abolish the schools. As a matter of fact, the people of Arkansas had on the ballot yesterday a proposition to authorize school closing. Schools are closed just north of us in Virginia. But I would assume that most of us think that it is bad to abolish the schools and that we really do not need to fear over-all, and over a period of time, a frontal attack upon

the schools. But what we have to fear is the side attack and the rear attack upon the schools from those who fear the development of honest dissent and free inquiry.

We have always had the rear attack. It has taken many forms. One attack has been the curriculum content of a school, and we saw it in the famous Scopes Trial in Tennessee relating to evolution. Darwin's Theory of Evolution was prohibited; it could not be taught by teachers. During World War I; the German language could not be taught in the schools of some of our states. I went to public schools in Washington, D. C., during the 1930's, and it was illegal to teach students that there was a place called the Soviet Union or anything about it. We find that periodically an attack is made on education by attacking the curriculum, trying to eliminate certain things from the curriculum. Just this year I noticed in the newspaper that the high school in Kannapolis, North Carolina, did not participate in the high school debate because the subject had something to do with unionism, and the town fathers did not want their high school students to debate the merits of any subject related to unionism.

Another form of rear attack which has been with us is that on the library. What can the students read? This is conscience. *National Review Magazine* carried some anti-Catholic articles and the Catholic organizations said ban the *National Review Magazine* from the public school system. And the Jewish organizations thought that *Oliver Twist* and Shakespeare's *Merchant of Venice* were unfair. "Ban those books from the New York City schools." John Don Passos and his books were banned from the University of Texas. This is a constant type of thing—change the curriculum and ban the books, do not let the books become available.

And another type of rear attack has been made upon the professors. When we cannot get rid of or change the curriculum, when we cannot change the reading matter, then let us *get* the professor. You know that we have been *getting* professors throughout history. In our country during the Civil War, we had seven states which required the loyalty oaths, that was the beginning of the loyalty oaths. Those who sided with the Confederacy and would not swear to oppose the Confederacy were fired from the

Northern schools. Then after the Civil War, the loyalty oath died down, to be brought back by World War I.

In 1921, the Lusk Laws in New York required every school teacher to swear that he did not advocate the overthrow of the government by force and violence, ten to fifteen states followed suit in short order and by 1940 the number had grown to approximately 30; by 1951 the number had grown to approximately 33. Thirty-three states require their teachers to sign oaths disclaiming any connection with the overthrow of the government by force and violence, or with organizations that so advocated, or organizations which were listed by the Attorney General as so advocating. Then we saw a new turn of events, instead of communism, they picked the NAACP. So we have South Carolina requiring their teachers to swear that they were not members of the NAACP and firing those teachers who were members of the NAACP. As of this moment, the United States Supreme Court has before it the constitutionality of an Arkansas Statute which requires all teachers to list every organization to which they had been members or to which they had made contributions for the past five years.

Typical of all the rear attacks on education is that which requires teachers to publicly explain or confess something, whatever it is, that is unpopular at the moment. The rear attack on education is in controlling not only the teachers but the visiting speakers. Again, we find many illustrations. The one which I like is the one about Mississippi's Religious Emphasis Week. They invited the Episcopalian minister who won \$32,000 on the \$64,000 Quiz Program. He was invited because he was known to give glamour to Religious Emphasis Week. Then he announced in one of his television appearances that he was donating some of his winnings to the NAACP; Mississippi thereupon decided that they could not have him come down for their Religious Emphasis Week. All of the other speakers as a result of this, said that they would not come down either. Religious Emphasis Week was conducted in silence by the regular minister, and the students came and sat there in silence thinking about what kind of a state they were living in.

In addition to the curriculum, the faculty, and the outside speakers, attacks have been and are being made upon the students.



Professor Maggs must pardon me but I refer to the most recent situation with the editor of the Duke newspaper; last Christmas he wrote an article, which I did not read, about the Christmas Story. It was offensive to the Trustees of Duke and the student editor lost his editorship. He was lucky. In many places where student editors displease the administration, they are expelled from college. Perhaps I should not say in many places, but periodically, this happens, and moreover the students who engage in the current and popular activities are expelled in not great numbers, but ever so often.

An atheist was expelled from the University of Miami about three years ago. He was in the school of education, and obviously, reasoned the University, an atheist was not fit to educate the young. Michigan State, about ten years ago, refused to permit some of the convicted communist leaders to speak on the campus, so a group of its students made arrangements to have them speak across the street from the campus. For organizing this activity, the students were expelled. The most recent situation, the one which concerns us so vitally at this point, is the expelling of students for participation in the sit-ins. The Vanderbilt Divinity School, Southern University in Baton Rouge, Alabama State, are some of the illustrations where students have been expelled for some of their off-campus activities which are unpopular to the local authority. According to a news item this past week in the papers, some girl in a Negro college in Atlanta said she was expelled for *refusing* to participate in the sit-ins.

These attacks have been resisted. We have in the audience a former president from the University of Arkansas who was the president there at the time when Norman Thomas, former socialist candidate for President, was invited to speak. There was a great deal of pressure to cancel his speech, but President Caldwell resisted the pressure very well.

Then we had the Fifth Amendment teachers. For a while every teacher who pleaded the Fifth Amendment was fired. Then Harvard stood up; Cornell stood up; Sarah Lawrence stood up; and a number of universities stood up.

One of the latest attempts at regulating student life comes from National Defense Student Loan Fund and the Federal Government



which attaches to the scholarship grant requirements that students take the loyalty oath. Again Harvard, Yale, Wesleyan, Sarah Lawrence, Swarthmore, and I could name about 15 to 20 other colleges, refused to take the money. They will not take it with the strings attached. Now it might be argued that Harvard and Yale and Cornell and Wesleyan, and Swarthmore can do this because they are old, they are well endowed, they are well respected. I submit that the opposite is true. They are old, they are well established, they are well respected, and they are well endowed because they refuse to take this money and because ever since they were founded they have stood up for the rights of the faculty and the students to go wherever their free inquiry, wherever their study, wherever their knowledge led them. I think the role of the university is to stand up to the book burners and protect the faculty and the students wherever their honest inquiries lead.

In conclusion, I say the college's role is social; and its obligation to the community is to resist the pressures and create an atmosphere where the faculty and the students are free to study, to learn, to raise new doubts, and to act. Study and learning without action is sterile. All action must be protected, for if the college protects only that action which it deems prudent, wise, etc., it becomes a censor and a propagandist and ceases to exercise its unique function. The functions of a university are well expressed in the words of the senior scholars from the University of Cape Town in a statement entitled "The Open Universities in South Africa":

It is the business of a university to provide that atmosphere which is most conducive to speculation, experiment, and creation. It is an atmosphere in which there prevail the four essential freedoms of a university—

1. To determine for itself on academic grounds who may teach.
2. What may be taught.
3. How it shall be taught.
4. And who may be admitted to study.

The role of a college in regard to social action is to resist any inroads on these four essential freedoms in their incipency.

If students are encouraged to examine the best of our heritage and to re-examine old concepts in the light of present-day cir-

cumstances, under teachers who are encouraged to follow their research no matter the end, in an atmosphere where the student is encouraged to discuss and act upon his conclusions, then there is no need to worry about social action.

### *Questions and Answers*

*Asa T. Spaulding:* I would like to ask Dr. Pollitt if he thinks that the administration of a publicly supported college has any greater problem than those of privately supported schools where the students participate in social action.

*Daniel Pollitt:* Yes, I do. I am reminded right now of the two Negro institutions in Columbia, South Carolina. They had on their faculty some persons whom I forget what they were, some Hungarian refugees, I believe, some freedom fighters, who were just employed on the faculty of the two colleges. During some appropriate occasion, they gave campus talks on integration. This was brought to the attention of the Legislature, and the Governor told the presidents of the institutions, which were primarily teachers colleges, that students would not be accredited as teachers in the South Carolina School System unless the presidents fired the faculty members. That is a very unfair principle which should not have been put upon a private institution. I do think that the role of the state institution is in many instances more difficult than that of private institutions. My conclusion, however, is that despite the pressure on a faculty member, I would appreciate the strength of the administrator who would fight for it or fight it off.

*Daniel G. Sampson:* I would like to ask Professor Maggs or Dr. Pollitt whether or not they feel the Fourteenth Amendment requires the college to take a hands-off attitude on the expulsion of students for demonstrating or aiding in social action programs?

*Daniel Pollitt:* The answer is yes, the Fourteenth Amendment, in my mind does prohibit state supported institutions from discharging students for off-campus political activities. My authority is the school salutation case. During the 20's we had a craze that swept the country. Every state required all school children to salute the flag at the opening of every school day. If the children did not salute the flag, they were delinquents. If the children were delinquents, their parents contributed to their delinquency. The

sentence for contributing to delinquency was usually six months on the roads or something. The parents of some school children, such as Jehovah's Witnesses, considered the flag a graven idol; consequently, their religion prohibited them from saluting the flag, as they would not pay homage to a graven image. They brought suit and the Supreme Court ultimately said that the schools are required to maintain a position of neutrality in economic, social and political issues and the schools are prohibited by the Fourteenth Amendment from penalizing students for this type of activity. The expressed finding was that the children could not be expelled from the West Virginia schools for refusing to salute the flag. Now whether failure to salute the flag is comparable to participating in a peaceful picket line, I will leave that up to you.

*Douglas B. Maggs:* I would like to put in this one qualification: if the student spends all of his time on the picket line and all of his time sitting-in and does not do his lessons, I think that the usual rules should be applied to him. He should be flunked and eventually dismissed for being unable to keep up with his work. But fundamentally I agree, though I think that the cases mentioned have left out the fighting point. I think this is outside, but I fundamentally agree.

*J. Nelson Strawbridge:* It has been suggested by Professor Maggs and Professor Pollitt, I believe, that the administration should protect the students and protect the faculty. My question is, who might protect the administration?

*Douglas B. Maggs:* That, in my opinion, is the immediate job and the most important job of the Board of Trustees. That is the Board of Trustees' principal function rather than interfering in matters that really pertain to education, matters which they do not know anything about. They are part-time people and not equipped to do that. They are equipped to withstand pressures in dealing with legislators and that is what they ought to do. I seriously advocate a system under which every college president should have tenure as a professor so that he can revert to that if the going gets too rough.

*McNeill Smith:* Professor Maggs, let me go back to the statement opening this discussion. Would you agree, Sir, that the decade of the 1950's, more than any previous one in history, has

witnessed college student unrest and dissatisfaction with mores, when you consider the whole student body, not only Negro students but whites, and others?

*Douglas B. Maggs:* Mr. Smith, I am afraid that I may simply not be well informed. I know that the past ten years revealed more student unrest, both among Negro students and among white students on the sort of questions we have been talking about, but whether there has been more unrest in the last ten years, that is a question I simply do not know.

*McNeill Smith:* Well, I wondered whether you thought that, for example, Duke students, say in the last ten years, had been somewhat more conservative and security conscious than perhaps they might have been in the 30's.

*Douglas B. Maggs:* I think that in all colleges and universities around the land, there have been in effect some attitudes that cause students to hesitate to join organizations. On the other hand, they have or could have caused other students to engage in protest movement willfully. But perhaps there have been more students of the first type than students of the second type.

*Daniel G. Sampson:* I would like to ask if any of the panelists feel that the college may owe a responsibility to the parents of many of these younger students to inform them of some of the risks which may be involved in some social action programs?

*Harry Golden:* A friend of mine who interviewed some of the non sit-in students gave many reasons as given to him by students. They said, frankly, "I may apply for a job somewhere and they look up my record and say, 'Oh, you have been to jail once.'" The student would find it difficult to explain that he was in jail in defense of his human dignity. This kind of situation has occurred in America before. Many fine men went to jail in defense of unionism when workers were beginning to organize. I am sure that some of them found jail records injurious to them. A minister was once fired from a church because he preached on the text, "The wages of Sin is Death," and in this community the term *wages* represented unionism. The student resists such pressures because he thinks he is right. The fear of a jail record is not uppermost in his mind. And here, again, if he is moved by his con-



victions, neither the college nor the parents can assume any responsibility.

I do not think that this is even debatable, the sit-ins, the Negro movement, brought us a kind of a breath of fresh air, the greatest of its kind. And I think it is worthwhile to increase the amount of risks, for man has been taking risks in pushing freedom forward since the beginning of history. I think the risks are worth it.

I am mindful of the fact that Hitler had students behind him from the very beginning. They walked out of universities and supported him against some of their professors, many of the latter being expelled. I am mindful of certain student movements that have not been for humanity's sake, as history turned out, but I will not go into that. I think the risks by students are necessary because this is, maybe, the only source that we have left; except for students, only here and there is there a fellow who knows enough about it, but that is not enough. I have never ceased to believe that the social gospel is not dead, and I believe it very strongly. I follow this belief in my newspaper, the fact that I have achieved some relationship to people, some rapport, is because of this common interest and belief that the social gospel is not dead, and by the same token the universities, if all of them had this feeling that the social gospel is not dead and that they are responsible to see that it does not die, they could work toward some understanding in community relationships. And I am mindful of the risks, the very, very great risks that student movements face, but the over-all history shows that the risk is great. I will take the chance at any time. It could well be that in these student social action programs, especially the sit-ins, we are perhaps facing the last chance to prove that the social gospel is not dead.

*Douglas B. Maggs:* I would like to say that I think the college should not act as if it were Papa and Mama to grown up young men and women who are in education at a higher level.

*Asa T. Spaulding:* I would like to ask Dr. Maggs where he would have the colleges draw the line in extending freedom of thought and action to the students, or, in other words, how far should this freedom of thought and action go?

*Douglas B. Maggs:* It seems to me that in so far as the student is a citizen, it should go as far as your freedom of thought and my

freedom of thought and my freedom of action and your freedom of action. That is what the Courts have upheld and the Constitution of the United States guarantees that. There is to be no limitation on the student acting as a citizen.

*Asa T. Spaulding:* Do you feel that the students have any responsibility to the college when they are engaged in social action and if so, in what way?

*Douglas B. Maggs:* I believe that they have the obligation to make it clear that this is not an official college enterprise. I do not think that the college should act as a social action agency. I do not think the college should take the position on the rightness and wrongness of the activities of any particular agency, but colleges should treat the professors as free citizens and students as free citizens.

*J. Nelson Strawbridge:* I should like to ask Mr. Wright, in connection with some of his remarks concerning this social action that we speak of, a question which is not necessarily limited to matters of integration. He spoke of encouraging our colleges to reach for higher goals of true education. Are there areas in which there might be more cooperation between the Negro schools and the white schools, state schools and private schools, toward reaching these goals?

*Marion Wright:* I am not a very shrewd man but I think that there is the pressure which fosters a sort of lack of cooperation. It does seem to me that our concern for a great many social activities does not involve the matter of race. For example, the panel immediately before this one discussed this sort of problem for an hour or two, and the word "race" was not mentioned. I am sure it was in the back of everybody's mind, but it is not likely that it is not essential to the discussion of employment. The sole question in that panel's mind was what a person should do to properly qualify himself to fill a job, and what steps he should take in order to present his application in a most attractive form. Now it seems to me that on non-controversial matters, such as slum clearance, a part of the whole complex of social activity, it is important that there is no racial conflict to any extent on such question. And white students and Negro students have as much concern, one as much as the other, in the matter of employment as in the matter of

straightening out the other things. I would certainly think that in both areas where the racial element is not essential, that it could be an immediate beginning of exercises on one campus to which students from another campus are invited. And out of experience developed by common interest in non-controversial matters, I think it will be much easier and almost inevitable that you begin to soften the resistance to discussing matters considered controversial.

*McNeill Smith:* Mr. Wright, I wonder if you could follow an answer to another question. Do you think that desegregation in itself is a sufficient long-range goal to occupy all of the talents and attention of either Negro students or white students, or any other group in our population?

*Mr. Wright:* Mr. Smith, I do not. I would put it as being number one on any list of priorities because I think that it is a great impediment to progress in these other fields. But I do not think while we are waiting for a solution of integration or desegregation problems, we ought to suspend activity in areas where progress can be made. In fact, it may be better from the tactical view point that attacks be made in areas which will most readily yield than to strike always at a point where resistance is most acute. I have thought, for example, that there could be no sensible even emotional objections, in North Carolina, to desegregating all publicly run hospitals. I think that the common sympathy which all people entertain for persons who are sick or suffering would break down barriers there, and I understand they are broken down to some extent. If there is segregation in public libraries in each city of North Carolina, and as to that I am not informed, I think that here again would be an area where segregation would yield almost at the suggestion that it be done. Now, I think that there is much to be said for the strategy of moving into those areas or for not suspending efforts in those areas, while, and at the same time pressing for new desegregation.

*McNeill Smith:* I was very interested in your first statement. You put loyalty to humanity as the goal that we ought to be engaged in and said that the first need of humanity is perhaps to find some way of living in a whole community. So, you suggested that all of us, no matter what geographical unit or racial unit, ought to



be concerned with bringing this about since this is the goal that we can all unite on.

*Marion Wright:* I am glad to be reminded of that. I think it is as important a goal as we could unite on.

*Harry Golden:* I would like to slightly differ with Mr. Wright and certainly Mr. Smith on the goal. I am mindful of the wholesome desire to protect the reputations of hospitals. Nevertheless, I purposely point out the mortality, the awful loss of human life because of segregation. Well, for example, the number of mothers unattended at the height of our greatest prosperity is a political as well as a social and medical disgrace. Suppose there is some degree of let-up in segregation in hospitals, although I doubt seriously whether we could be operated on successfully for appendicitis if people have to be bullied into doing it—I would say the school is still the cultural center of society. When, and only when this breaks down, the whole pattern of segregation will collapse. A man will come in to work at a skilled job and will say, what is that Negro doing here? The other fellow will say, well, they are going to school with my children and that will be the end of it. The best argument for integrated employment is integrated schools. Because the entire democratic emphasis is on education, the school house has become essentially the social center of our culture. Once you get the public schools integrated, then other forms of segregation will collapse. This is real important, nothing else matters.

*Asa T. Spaulding:* Norman Cousins has made mention of the fact that because of the rapid advance in our scientific and technological knowledge modern man has actually become obsolete. Quoting him, "He has exalted change in everything but himself. He has reached centuries ahead in inventing a new world to live in, but he knows little or nothing about his own part in that world. And he is still striving to hold on to or to maintain his *status quo* and hold on to the mores, customs, and traditions." If that be the case, and since the world is being reduced so greatly in all its problems that nations are in each other's back yard, can the college take the position that it is a hands-off thing and leave it entirely to the students and the professors? I would like for Professor Maggs to comment on this.

*Douglas B. Maggs:* I find it difficult to express my position on



the matter you have raised. I have thought about it a good deal. My firmest conviction, though, is that the college, as such should not have any position on social, economic, religious, and other matters. It seems to me that once it is accepted that it will be the proper thing for the college, as such, to have position on question where value judgments are involved, there are some groups in the state who are going to dictate what that position shall be, and I do not trust these groups who will be the ones who will do the dictating. Now I couple this, however, with the fact that I think it is absurd for the college to tell a professor, "You must be neutral, you must never say, when you are teaching Constitutional Law, for example, which decisions are wrong and which decisions are right." I think that this is absurd. I do not think that any subject that touches upon humanity, as such, as do many of the social sciences, can be taught without the professor revealing to the students the attitudes which he thinks are important in controversial matters. I think that ideally, he should call to the student's attention the fact that other people disagree with this, and give them reference to books they can read to get other points of view. Even more ideally, it would be well to have two or three professors to teach it if necessary so the students can look at both of them. Propaganda should not be the helpmate of the best authority.

*McNeill Smith:* May I follow that with another question, Professor Maggs? If I understand you correctly, then you are saying that the professors ought to be free but the administration should not take a position. Is that it?

*Douglas B. Maggs:* That is right. I want it thoroughly understood that the professor should not be free when he teaches mathematics to spend the whole hour that he has with the students talking about the desirability of segregation or talking about the desirability of world betterment. He should devote his time to mathematics. However, when the professor is acting outside, and is acting as a citizen, and not as a professor, then he should be free to talk even outside his special field of competence as a professor.

*McNeill Smith:* I want to ask you a question. If you are willing for the teachers, and call it a duty of the teachers to teach the history of social action, do you conceive of it as the duty of that part of the faculty that has to do with the province of sociology and eco-

nomics to dig up the current facts such as Mr. Wright has talked about and actually publish them, not merely for the students in the class but for the whole state and the whole region? Now what I am thinking about is this, Mr. Golden is gracious, he is very, very talented in irony and wit; he preaches a wonderful doctrine with a moral purpose. It appears to me that one way to get people to change their conduct is to show them that in nearby areas with similar situations that the world has not collapsed from desegregation; secondly, that the achievement that we ask is fully as much a concern of the Negroes as it is for the whites; and thirdly, that the achievement in desegregated schools has actually improved. Now these are facts, as I see it, of the kind we do not like to talk about. They do not relate to what happened in England in 1850, but they require some study, some research, some people to dig up the facts. Do you think this is the proper function of a professor?

*Douglas B. Maggs:* I think it is a fine thing for him to combine with the duty of research, the publishing of the results of his research, and publishing his views. That is a fine thing; he ought to do it, but I do not think that it is the same obligation. Do you see what I mean? Apart from that, I agree 200 per cent with everything you say, no matter how you say it. I think you are permitted to stop asking questions and state your position.

*Harry Golden:* I think, Mr. Smith, with reference to your remarks about me, perhaps a well placed bit of irony and humor might be valuable, valuable to show the results that no tragedy has happened and yet your system is gone. I believe that the history of bigotry and prejudice shows that they do not respond to scientific facts and statistics.

### *Questions from the Floor*

*Audience:* When it comes to churches, some believe the sit-in demonstrations infringe the right to freedom of worship on the part of the worshippers in a particular church.

*Daniel Pollitt:* If I can borrow a little bit of Mr. Golden's irony, a story comes to mind about some elders who were going into the white church or coming out of the white church. They saw the Negro going in. One turned to the other and said, "What is he doing in there?" And the other one replied, "It is okay, he is the

janitor," to which the person said, "Well, that is fine as long as he does not pray."

*Harry Golden:* I think, or I hope, the lawyers who are here will bear me out that one thing to be resolved in this entire controversy is whether the matter in issue is one of public or private purpose. I think public right is a right to move about as free citizens and the right to participate in the public system. I think whenever we are not too sure of whether it is a public right or not, the court will decide this eventually. I think this is the main issue to bear in mind, the public right to be free as a citizen. I believe where there is a question some court will decide. I think that is all I can do for your question about the churches.

*Audience:* I feel that one of the earlier questions must be followed up. Now I want to know something about the college's duty to the parent in these social action programs. The parent sends a child to college and that child in turn goes downtown to a sit-in demonstration. That child is injured. The parent wants to come against the school. What is a school's duty to that parent?

*Douglas B. Maggs:* I had prepared my views on the premise that when parents send the offspring to college, the parents send a young man or a young woman who is no longer a child, who should not be treated as a child.

*Audience:* I have a question to ask of Dr. Maggs: I have noticed that in many schools in the North and the West, they have a quota system. Now I do not think this is right. Do you think we should have such a system?

*Douglas B. Maggs:* In New York State and in a number of other states, there are laws which forbid even private institutions to take race, color, or religion into account in their admitting policies. That, I think, is the right system, I think the quota system is bad. It has a bad history behind it.

*Harry Golden:* Of course, I am sure that Dr. Maggs is well aware of the fact that some colleges find substitutes for the quota system. Some are very frank about it, as in their medical schools.

*Douglas B. Maggs:* There is one aspect of this quota thing of which I am proud, and that is in housing. An outfit near Chicago found out in the beginning of the development of suburban housing that the people who were running this private enterprise decided



they wanted to have both whites and Negroes in the project; they set for themselves a quota sort of thing and it provided in the original arrangements that whenever anyone got tired of staying there or died or something, and one of the apartments was to be sold, the outfit or enterprise should have the opportunity to buy it from the builder so that the enterprise could maintain non-segregation in the matter of housing.

SUMMARY STATEMENT OF DR. JAMES M. NABRIT, JR.,  
MODERATOR

Having heard a very little of the program and not knowing the issues which have been sharply drawn, I feel rather free to indulge in any ignorant comments or observations I wish to make. It seems that during this past election, one of the Texas campaigners was asked to come to the East and make a speech for President-elect Kennedy, and when he arrived the people said to him, "Well, we are afraid for you to speak because there is a large Catholic element in our community and we are afraid that you will antagonize them." He said, "No, no, that is all right, let me speak." He spoke and then in the midst of his speech he adverted to this question of Catholicism saying that in Texas they had a number of Italian Catholics and they are very good citizens, they operate ranches, truck farms, and gardens, and the Texas people are proud of them and love them. He said there are also some French Catholics and while they are volatile and emotional, they made good citizens. He said that we even have a considerable number of Irish Catholics and they are robust and fit well into Texas life. He said that so far as we in Texas are concerned, we just do not have this Catholic problem. "I do," he stated, "however, have one problem, there is one thing that I personally do not understand, I just do not understand those Roman Catholics."

Now I think the simplest way for me to make a comment is to say that there is in this country not merely in our Southern section, but extending into the Northern section, a segregated institutionalized form of life. It is not just in voting, it is not just in education, not just in housing, not just in employment; it is in every aspect of our lives. And to say that we should pick out one phase of it and attack that as the chief one is, I think, deceiving



ourselves. We must attack the institution of segregation in all of its phases and in all of its aspects.

When we began many years ago, just after I came out of school, to directly attack voting, we felt that if we could break the "White Primary" so that we could vote, everything else would fall. That was not true; it did not fall. You say, well, you did not register enough, you did not do this or that, but there are other political facts of life besides registration, even in casting your vote. The point I am making is that since this whole business of segregation has every indication of affecting us in every aspect of our lives, it must in fact be an institution.

I also would like to add that the thing that gives it its cohesion is its legal status. Well, you say, if you remove the law which supports this, that the attitude of the person who operates that system will not change. A short answer to that is that we do not care whether his attitude changes or not. In a few months from now, we will be paying our income tax. It does not make any difference what my attitude is. If I do not pay my taxes, I go to jail. If you operate a business in Durham which engages in interstate commerce that comes within the limits set by the Taft-Hartley Act, you must pay your workers collectively whether you dislike unions or collective bargaining or not. Your attitude can be what it pleases. Even though it may be allowed by our religion, we cannot have four or five wives in North Carolina because that is not a proper way for a man to be supported.

What I am saying to you is this, that what we are concerned with in dealing with this institution is not the attitudes of people but the fact that the results of their behavior and conduct are governed by law. So that the main thrust of the attack has been at conduct and behavior, public approval in many instances, because in many cases the public commands that you adhere to this system of institutionalized segregation. Now that is just one observation.

Another observation is that it is all right to say that we should attack this phase or that phase, or we shall move here or there. If we are looking at things from afar, and if we are talking down to somebody, to tell them what specific phase to attack is one thing, but to the one who is down there living under this system and listening to this, it is quite another thing. So far as he is con-

cerned, he wants to get out of that system now, not by pieces and in part but wholly.

There is no such thing as a little liberty, a little freedom. You are either free and have full liberty, you are either a whole citizen, or you are nothing for we do not have any such thing in this country as part-time citizens, or one-fourth liberty or two-fourths. Therefore, I do not have to tell you what I think about the sit-ins, I glory in the sit-ins! That is my notion. These people, these young people are demonstrating that they, regardless of how we are picking and packing and running and pacing around, have a program; they sit-in. In a world, where people are moving towards freedom, even in countries like Africa, it seems to me that we can just simply say, in a world where everybody else is looking for liberty, and America is the best place in the world, we ought to be making the greatest progress towards liberty here.

Now what about sit-ins in the churches? Not being a minister I am free to comment on that. I think it is all right to sit-in in the churches. If they put you out, they simply illustrate the kind of religion that is in there. Take the Belgian Congo, for example—a very unfortunate place to take because of its present uncertain situation, but a good illustration of what I am trying to say to you. The Belgians last year, or the year before last when I was in Europe, were talking about the coming of Independence in the Congo. And I asked a professor of political science, who was friendly with me, when did he think they would get freedom? He said, "Oh, in 20 or 25 years," and freedom was coming right then while we were talking, and nobody was ready for it so far as having made preparation is concerned. What I am saying to you is that the world is moving so rapidly, changes are taking place so rapidly, that we should not deceive ourselves into thinking that conditions in this country are so atrophied, so petrified, that we will be generations achieving liberty. "Liberty, here I come," the students are saying, and these people who do not think so are just like the Belgians. They are looking at something which is taking place so rapidly that they cannot see it.

Now, on another line of thought. I do not agree that employment is a non-controversial subject. I should say that there is nothing that is more vicious, more destructive of a large part of

the American populace than is the discrimination in hiring, and the discrimination in upgrading a group of people because of their race or creed. If you cannot work, if you cannot earn the same wages as the other citizens, you cannot buy the things which our society makes possible. Last year the Department of Labor said that the average annual wage of the Negro worker in the United States was almost exactly half that of a white. In the State of North Carolina, other than teachers, there are not five respectable jobs in the State Government of North Carolina to which at this moment Negroes look, not with admiration from afar, but with love and affection and with the notion that in a short time he or she will get that job. Job discrimination is a part of this system. So that when you sit down and talk to students, whites and Negroes, about employment, you are mistaken if you think they are talking about something that is non-controversial. Anything they talk about is controversial.

Now finally, what should the college's position be? I agree with the statement that the college as a college, an organized institution with its board and with its administrative officers, should not meet in sessions and announce that they are going to take this or that position with respect to social action. The university is a place for study, for investigation, for research and for reflection. It occupies this unique position because it is a place apart from the stream of action. Nevertheless, the people who are a part of the university are also a part of the stream of social action, the stream of society. Professors and students and all the persons in the university ought to be free to express themselves in their communities in whatever forms other citizens undertake in expressing themselves. That is a part of the feeling which comes to people connected with the university. That is a part of the feeling that we expect in our society (I have only taught in a law school for 24 years and have also taught in college), but I do not remember any courses, and I have taught many, where I could teach those courses and never get my own ideas in them. In fact, I set out to put my ideas in as soon as I started teaching. I doubt if any teachers who are really great teachers in America, could actually teach young people and keep themselves out of their

teaching. So, I say not only should they do it, or may they do it, but they ought to do it.

Finally, I have heard some very encouraging comments from the panelists on this program and from the interrogators. It is encouraging to me that in the State of North Carolina we can have people of the caliber of those who are here today who will meet and address themselves to these basic and fundamental questions in a spirit of frank and free discussion without becoming personally incensed or irritated because the questions or answers did not square with their own ideas or their own way of life. That is encouraging. But I say, as I said at the beginning, the most encouraging thing that I have seen in my short life has been the action of the students, North and South, black and white, in indicating that they themselves are simply fed up with this partial dispensation of liberty in step-by-step stages by people who would not tolerate for one moment the slightest infringement of their own liberty.



# The College and Its Community

## DISCUSSION QUESTION:

WHAT DOES THE COMMUNITY EXPECT OF ITS COLLEGE?

*College Liaison:* Dr. J. H. Taylor, Chairman, Social Sciences.

*Discussion Leaders:* Dr. Hylan Lewis, Director, Child Rearing Study, Health and Welfare of National Capital Area, Washington, D. C.; Mrs. Mary T. Semans, Secretary, Durham Committee on Human Relations.

*Consultants:* Dr. Floyd Hunter, President, General Research Corporation, Research Triangle Park, Chapel Hill; Dr. J. R. Larkins, Consultant, North Carolina State Board of Public Welfare.

*Community Resource Persons, Durham, North Carolina:* Mr. J. L. Smith, John Avery Boys' Club; Mrs. E. R. Merrick, Dorcas Club; Mr. I. O. Funderburg, Durham Committee on Negro Affairs; Mrs. Callie Daye, Durham Cosmetology Association; Mrs. R. P. Randolph, Y.W.C.A.; Mr. L. B. Frasier, Durham Business and Professional Chain; Mrs. Jessie Pearson, Girl Scouts; Dean Louise Lathan, Durham National Council of Negro Women; Mrs. Jewell John, League of Women Voters; Mrs. Charlotte Sloan, Brownie Girl Scouts; Mrs. C. E. Landon, State Society for Mental Health; Attorney C. C. Spaulding, Jr., Merrick-Moore Park Recreation Association; Mr. J. J. Henderson, Pan-Hellenic Fraternal Groups; Mrs. A. L. Turner, Durham Links; Mr. James T. Taylor, Church-Related Groups; Mr. George B. White, Jr., Durham Business and Professional Chain; Mr. I. R. Holmes, Golden Age Club; Mrs. Alice Logan, Junior Mothers Club; Mrs. W. K. Gilchrist, The Pearsonsontown Community Club, Mothers Club; Mrs. Plassie Harris, Utopia Club.

*North Carolina College Resource Persons:* Miss Pauline Newton, English; Dr. Allen E. Weatherford, Recreation; Mr. Rubin Weston, History; Mr. Eric Moore, Library Science; Mr. James Younge, Physical Education; Dr. Theodore Speigner, Resource-

Use Education; Mrs. Helen Miller, Public Health Nursing; Mrs. M. Manasse, German; Mrs. Marie C. Moffitt, Home Economics; Miss Jean Norris, English; Miss Evelyn Pope, Library Science; Mrs. Hazel Rivera, Health Center; Mrs. Jocelyn Stevens, Library; Mrs. Sadie Hughley, Library; Mrs. C. C. Spaulding, Jr., English.

*Joseph H. Taylor:* It is educationally conceived that a college should make some imprint upon its community (using the term community in the sense of its municipal confines). It is likewise sociologically conceived that the community should find many of its intellectual and social needs met by the college. In the projection of the college upon the community and the impact of the community back upon the college, there needs to be an examination of their mutual objectives and an examination of their divergent objectives. The old concept of the community placed value upon a stable society, a hierarchy of families and their descendants, local mores and customs. Complex forces in the life of the community brought to bear by World War II, intense mobility in population, infusion of new blood and new ideas, industrial changes, and technological advancement have altered the picture. The facade of the old community has changed. The newer community is one of local and diverse organizations, of anonymity, or of transitory rather than lasting relations. Few citizens of a community today belong to no organization. Most citizens impair their effectiveness by accepting membership into too many organizations—organizations which have a variety of diverse and unrelated goals. These organizations, however, define the dimensions of the modern community.

*Hylan Lewis:* What do community organizations expect of North Carolina College? What does North Carolina College expect of community organizations? In anchoring the discussion to *this* community and to *this* college, these questions are mercifully constraining. They say "no" to any temptation to roam all over the world while at the same time they force us to reckon with the specific changes taking place in *this* community and in *this* college because of the thrust and penetration of that world. And they say that we are not to be abstract about colleges and organizations in general, but rather that we ask questions about our own identity

and meaning in relation to this host community. These questions give the mandate but not the guidelines for self-examination. What is indicated is a number of more pointed questions and cues for discussion.

We need to ask first: What do *which* community organizations expect of North Carolina College? And it is important to distinguish on the one hand between what different organizations get, expect or should be encouraged to expect from the college when it is viewed as a corporate unit, a collectivity with its role legally defined by a charter; and on the other hand what might be expected from the individuals and groups that make up the college—the administrators, the faculty, the student body, and the non-professionals that work for the college.

What the college as such cannot do or should not be expected to do, members of the college community might do, might be encouraged, or allowed to do? And it is important to recognize the differences between the community expectations and the behavior of faculty members and students.

We might well turn the question around: What does North Carolina College have to offer and want to offer the local community and local organizations? And what do the members of the college community have to offer or choose to offer? And to which organizations? The college as an institution and as a community embodies or has the potential for supplying trained personnel and community leadership in the form of its graduates, professional and technical assistance and consultation from its faculty and research, select leadership and participation in social and civic groups, culture and entertainment, symbols of prestige and achievement.

Now, obviously, what the two local Chambers of Commerce representing the white and Negro business interests and employers expect and want of North Carolina College is different. What the college should or might do about implementing the expectations of the one and working to change those of the other is a crucial question.

Are not the increasing pressures upon community facilities for health supervision, medical care, and assistance for dependent low-income families changing the expectations that health and welfare

organizations have of the local college and of civic leaders who are in some fashion cued by the college?

The urgent public issue of desegregation and the intimate, personal interest and direct involvement of selected members of the college community make it all the more imperative that local organizations, including members of the college, get the most important thing that they can appropriately expect from this liberal college—that is, educational methods, policies and models that permit and encourage inquiry and innovation rather than imitation and conformity.

One of the most important and healthy consequences of recent activities on the part of members of the college community acting as members of the local community to change that community and thus to change the college—is the forcing of colleges to re-orient themselves to meaningful local problems.

We must face the fact that for understandable reasons much of North Carolina College's educational activities and strivings and considerable portions of the intellectual and personal identification of faculty and students are not oriented to the local community. It is a fair question to ask: How much of the curriculum and of faculty scholarly or other concern is actually—or even should be—geared to local and even state or regional needs? Considerations of prestige, external and internal academic competition, and accreditation tend to make all colleges look toward national rather than local models.

The local prestige of a faculty member is often seen as related to outside demand for his services and to how often he is away from the campus. David Reisman refers to two types of faculty members—the “home guard” and the “cosmopolites.” Some of the “home guard” can be expected to take an active part in local civic and social affairs. Many do not because they are frustrated “cosmopolites” or because they are not of the temperament. The things that make a professor choose the rewards and pace of the academic world may be the very ones that mitigate against him having any active interest in local matters.

In the specific cases of public and private colleges for Negroes, the strong imperative to be national—to be recognized—was an insistent and gnawing influence long before desegregation. It has



certainly diluted or diverted some of the earlier concern of pioneering colleges and educational leaders for the "insistent human troubles" of the Negro of the local community as such. A part of this diversion of energy and interest was due to the fact that these colleges were struggling to survive in a hostile local environment, and their administrations, with very notable exceptions, were not able to ask or tolerate the asking of the key or crucial questions about local communities.

Now this college is significantly stronger, and the local organizations' recognition of its growing national status actually gives it more leverage—a more insistent mandate to tolerate questioning, to foster and guide local change and service. All this is aside from the fact that the local climate and the balance of local political and social pressures have changed.

Certainly the college community recognizes that different parts of the local community have different stakes and interests in its expansion, recognition and improved quality. Everyone in the community shares in some degree, even though vicariously, this college's heightened reputation, popularity, prestige, growth. These things are felt, not to mention the local economic impact and multiplier effect of a multi-million dollar budget and a student body of 2,000. They are shared and the source of expectations even by those individuals and organizations that do not care about or appreciate how well the college is carrying out its main job as a liberal institution of higher learning; that is, the "helping to prepare its quota of the next generation of adults (who happen to be Negroes) to deal wisely and humanely with the problems and opportunities of an increasingly complex world—problems and opportunities which are manifest and insistent locally—and to "make the contribution to teaching and to scholarship that is required."

A few years ago David Reisman called attention to a paradox then that is pertinent to our assessment of North Carolina College and the expectations of its local community today. He said, "Higher education in this country is better in general level of performance than it has ever been, yet we hope for less from it as a means of radical cultural renovation." I trust and hope that this is less true today of a college such as North Carolina College.

The stirrings within the college community itself have kindled

pride and hope in and, lest we forget, fear of, the college in the local community. Most important, these stirrings have given a new and needed sense of venture to the educational process and higher morale to the community and many of its organizations.

North Carolina College cannot, should not try to, build a curriculum, or to set rules for the community participation of faculty or students wholly on the basis of organizational expectations. These expectations are necessarily diffused, divergent, inconsistent. The college's most important contribution lies in providing the setting for enthusiastic learning, stimulating quality performance, encouragement for venturesome but responsible community living. The college must first be clear as to what it stands for. In these ways it can best help organizations find out more about themselves, the kind of local community they have, the kind they want, and the ways of achieving it.

*Mary T. Semans:* My discussion today is centered mainly on the feeling of the community for the participation in that community by the university and college people. I shall talk not only in general terms but also in specific terms of our local community. As a member of both the academic community as a faculty wife, and a committee member of the Mayor's Committee on Human Relations in this particular community, I have a very strong feeling that the civic group or the community group should rely more and more on the thinking of the people in the academic world. People from the college world must continue to play an important role in community life in order to impart not only their creative ideas but also to give stability to civic organizations. Community groups must call upon college people in increasing numbers for vital research facts. Since these volunteers do not have the facts, are not experts, they simply must rely on the ones who have dug out the facts, who are experts. The result of this dependence, in addition to the fact that the community groups will have the basic facts and expert advice, is that both the college and the community will come to respect each other in a deeper way and use each other's information to a greater degree. The intellectual learns much of the practical way of doing things by working with the layman. The layman discovers that there are vast areas of common ground between him and the academician and he realizes that he can become

a more effective worker if he uses and absorbs the statistical information that the university person contributes.

Here is our home community, I would like to point out that we have three examples that come to my mind today of splendid university and college participation. President Alfonso Elder of North Carolina College is serving on the Human Relations Committee of the City of Durham. His qualifications speak for themselves. Dr. Robert Rankin, a member of the United States Commission on Civil Rights, formerly of Duke University, has been a member of our City Council, and has also participated on many commissions in Durham. The third example is the Dean of the Duke University Chapel, Dr. James T. Cleland. He is very active in community affairs and is the secretary, at present, of the Human Relations Committee of Durham. These three men are from the college environment, yet they serve the community in the local, state and national sense.

It is important that these men of the college community proceed cautiously in presenting their views since in this way they gain the confidence and trust of those with whom they work. Otherwise, the mistrust of the intellectual, which we know all too well, will produce a setback if the feeling develops that some new doctrine or untried concept is to be experimented with. Drs. Elder, Cleland and Rankin will leave their imprint upon our community, having made it better in numerous ways. They have done this in small, informal committee sessions, round table discussions on community problems, thoroughly truthful, thoroughly at ease.

The ease between groups needs to be built. An attempt at friendship in thereby made. I would wish for more small informal committee sessions and round table discussions. It has been my personal observation that we need deeper sympathy and understanding between the two groups. These informal sessions would serve to demonstrate to people the enormous patience required for the everyday business of practical politics and the general logistics of civic operations. They would develop a less critical group of observers who could more easily identify themselves with actual problems after having participated in gatherings such as these.

I feel the same about a meeting such as this today where we have come together in an informal way to discuss the community.



It is a fine gesture in bringing together student participation, faculty participation and community leader participation. All of this is in order to clarify issues that puzzle us. A community can move forward by such sessions as these. I recommend them for groups outside the colleges. And if there is any way to force questions from people or start inquiries by planting questions so that other people will not be afraid to ask them, it would be very well to do so.

It has been my experience that often people are very pleasant; they attend meetings but seem so reluctant to open a discussion that it is necessary for a few persons who are familiar with the issue to start a question and answer session and thus create the warmth which melts the reluctance and assures full participation in the discussion. One of the finest services that the college community can perform is to disseminate more of its spirit of open-mindedness, free inquiry, and lack of prejudice. The healthy lack of prejudice shown by professor and student alike is of enormous value in a community where so many personal feelings, prejudices, and preconceived ideas run riot. In fact, this is one area that can be improved in a large way by this type of interchange which I am discussing and recommending. It certainly can be seen by my remarks that I am in favor of an exchange in ideas and activities of university communities and civic communities.

The Human Relations Committee had an interesting experience last summer, 1960. It was a very illuminating experience for me personally, and I think we all gained a great deal. There was a healthy interchange of very frank statements which needed airing but which had been very much restrained due to fear on both sides. There was the fear of formal gathering. I might say that sometimes it is a very good idea to have a sudden meeting, precipitated by a problem at hand, but called on an informal basis, perhaps by one member of a community with a great deal of power and influence. There would be a tremendous amount of good emanating therefrom if he called a group of people to his office or to meet at a certain place at a certain time just to discuss the issue on hand from all angles, not a very planned meeting. Sometimes a planned meeting creates a barrier over which people will not cross. It was our experience that the unplanned meeting that was called on the



spur of the moment produced more of an enthusiastic participation than the six or eight formally planned meetings that were scheduled.

Now on the student level, I think there needs to be increased participation in various welfare and social activities. At Goucher College in Baltimore, for example, many students work in community projects in Baltimore such as boys' clubs, settlement houses, and hospitals. The rather dangerous mistrust of students on the parts of many business people in a community is broken down in this way from sheer geographic proximity, working together and knowing each other. We have a rather healthy tradition in this country, if you think about it, of students being more passive and less explosive than in many areas of the world where students have often taken the initiative in revolutionary activities. I wonder if we are grateful for this custom. I think we should be openly thankful and take more notice of it by using our students to a greater advantage, not for initiating the explosive idea, but for the use of their invigorating personalities and their invigorating contributions to programs. There is a healthy new trend for graduate students and their wives, for example, to participate in many electioneering activities, political activities, and civic affairs in all of the facets of a community.

In a review of this subject, namely, campus participation and community life, it would not be proper, I think, to neglect the historical background and development of this field. There has been a basic mistrust of intellectualism in America. The practical philosophy of insisting that theory be tested by experience and urging that man advance technological and social process by applying science to the problem of everyday life was widely accepted in the formative period in America and lived to become an American creed. The dualism in Europe had drawn a sharp line between knowledge and action. Knowledge was identified with one class, action with the others. A gap between the intellectual and manual labor ensued. Because of conditions in frontier America, another idea uniting thought and action won out in the new country. And as a rule those with special intellectual interests had to make their own way by becoming clergymen, practicing law, or medicine or operating farms or plantations. Since colonial tradition discouraged the old world patronage, scholars and writers had to

make their own way. In Merle Curti's words, "During the first two and one-half centuries of American experiences, geographic and social mobility, economic growth, rise of political democracy and the popularization of knowledge, all conspired to narrow the gap between the scholar and the rest of the people. These factors reinforced the tendency to look for information from scholars and specialists when important public decisions had to be made. No country has so impressive a record as the United States for applying knowledge for increasing the comfort and well being for the whole people." But I think it's well to note that every few years we experience this revival of popular suspicion of the scholar.

By the 1880's and 90's, the term "intellectual" became associated with the growth of industrialism and specialization of function. But in the second decade of the present century, the term "intellectual" began to take on varied meaning. Again, I quote Merle Curti who called intellectuals "those men and women whose main interest is the advancement of knowledge for the clarification of cultural issues of basic public problems." I think it is a very fair definition and one with which we probably might agree. However, this is not the only meaning the word has in public conversation or has had during the past few years.

The intellectual of recent times is popularly associated with the high brow. He has been contrasted with the practical man, and he has been shown as a poor risk for balancing his budget or fixing storm windows. He is said to be out of touch with the facts of life. The deep cleavage between the intellectual and the practical man was dramatized in 1952 when the term "egghead" was coined as a derogatory synonym for the intellectual. Any impartial analysis of the facts will show that American intellectuals have not been irresponsible people. They have not even attempted to formalize knowledge as many European intellectuals have. The old world view was that abstract cultural values were unrelated to the everyday life of the people. The European intellectuals assumed that to work with one's mind exempted one from the necessity of working with one's hands. These particular attitudes are ill-suited to American democracy and have never been characteristic of most American intellectuals at any time.

To indict the intellectual group in America for radicalism is

another argument that has been proved invalid. The programs and causes supported by these groups may have been unrealistic or misguided at certain points but such defects do not prove that the supporters were subversive. Many have made mistakes, and perhaps a good many have been less than cautious, but this has been just as true for wage earners, housewives and those who have supported programs of economic change and international cooperation.

Bearing these thoughts in mind, we approach the matter of participation in community life on the parts of people in colleges and universities. Professor Lang of Princeton University describes the situation of the college in the world today as the vanishing ivory tower. An awareness of what an Adlai Stevenson could mean to this country is far more acute today than it was in 1952. No longer do we hear the term "egghead" used with the regularity of that time. Perhaps Russia's power facing us has had a profound effect on the matter. It is hard to tell. But the public today seems to deplore the gulf that has existed between the imagination of our scholars and the slow moving social political machinery that must translate ideas into reality. The world of learning, of business, and of government has fundamentally changed. The man of learning has been catapulted into a position of prominence in the outside world. Scholars and men of letters have often been exceedingly helpful to the practical politician. We can call to mind the fact that Arthur Schlesinger, Jr., a brilliant Harvard historian, and others of eminence, have been helping our recent candidate with his speech writing. The law schools are coming into prominence in drafting legislative proposals for world law.

Although, in a very limited sense, it is entirely possible for a scholar to appear in politics, the past three congresses have shown a remarkable increase in the number of members in the house and senate who were at one time teachers or administrative officers in colleges or universities. In fact, 16 per cent of the senators in the 86th Congress came originally from the teaching profession. There may always be, and perhaps properly so, some slight division between so-called town and gown wherever colleges or universities may be located. But I present the Durham Research Triangle of our area as an example of a splendid area of interchange between scholar and businessman for the betterment of a community.



I wish to inject, now, one word of caution. I have been sort of sweeping in my statements about the use of and the participation of the intellectual in a community. But there has to be a word of caution, in my opinion. For, after all, we must be reminded that the fundamental operations of the mind is the preoccupation with which the universities or the scholars must be, in a long run, concerned. The essential function of the university is to provide time and space for the scholar who should by his training and conviction be committed to reflection and generalizations. I am not recommending that the scholar forsake this preoccupation and plunge headlong into a breathless preoccupation with immediate issues. The distinction of a university lies in its scholars, yet today the enormous opportunities for applied research have tempted many scholars, not only away from teaching but away from the actual pursuit of learning in order to keep the mind vigorous and open. Howard Mumford Jones, one of the most astute critics of our practices in education, has said recently that despite American cleverness, American equipment, and America's desire to work for human betterment, our university scholars must still withdraw from university life and enter into institute life like the Princeton Institute for Advanced Studies, or take a sabbatical, or take a fellowship in order to take them away from the administrative positions that they have been forced into, so that they may pursue independent thinking and pursuit of truth. To have many scholars and university professors preoccupied with problems at hand is fine for the community but it may be new danger if they become too involved on the other side of life. We have not quite reached this point, but I point it out just as a danger because we do not want to have to look back 25 years from now with regret on a period in which we have lost our productive thinkers to business and to administration in the college itself.

It would seem that we are now faced with a paradox. We in America have a basic distrust of intellectualism, or have had in the past, but on the other hand there is a new trend on the part of business and enterprise to syphon off by means of large salaries, the greatest talents that we have in our universities. This, then, is a challenge back to the university and the public in a different sense, to keep the salaries and the benefits attractive enough to keep



our university people where they are, at least, for the majority of their lives.

As a small footnote, I would like to add that it even can be a danger for university people to become too involved with the social order in a community. I refer to social interchange, just social activity in the community. In other words, there is a danger of university and college people being so devoted to participation in community affairs and community social life that they become identified with prevailing attitudes. They become captives of popular opinion instead of guiding, channeling, and leading it. This identification is often accomplished with the good motive of improving public relations, but there must be a wise balance between public relations and an educational institution's responsibility to search out the truth and to present that truth in an unbiased manner, free from prevailing opinions, free from polls, and free from rumors. Popularity must not conflict with responsibility.

As far back as the 18th Century, De Tocqueville prophesied that if America ever destroyed its genius, it would be by intensifying the social virtues at the expense of others, by making the individual regard himself as a hostage to prevailing opinion, and by creating a tyranny of the majority. I think that that prediction casts itself particularly on our present period of conformity. The most common human experiences after all still depend upon artists and intellectuals to articulate them. Mass culture is manufactured according to the demands of the mass market and our present mass culture even threatens to define cultural issues. When we face this menace, though, we realize there never would have been any serious art, philosophy or literature if a majority vote decided whether a given work was to be created or presented and pursued. Just as the technician depends on pure scientists you may never have heard of, so civilized nations depend on creators of cultural expression, intellectuals and artists. So then, we must have an interchange of ideas, and the community must be influenced and aided by the free breeze, the refreshing ideas of our intellectual campuses and intellectual institutions. Likewise, the campus needs the fresh air of community life at certain stages to show how the ideas therein can be applied. They also need this as a way to understand the ways of the world and the "know how" of problems.

I go back to Dr. Lang and his humanistic faith in the role of the intellectual. What he said in definition of the tasks which the modern American scholar is called upon to perform is a perfect definition of the intellectual in the community. He calls the scholar the master of his own specific discipline who has learned to distinguish between the genuine and the spurious. He cultivates his own field but he looks beyond. He is a political scientist who speaks out on civil liberties, the physicist who raises the issue of the moral responsibility of science. The scholar must be a specialist, but though he pursues his special skill, the world of ideas appears to him as a single universe.

It was Plato's vision to remind us that the unexamined life is not worth living; and it was the image projected by Leonardo da Vinci and Goethe and Einstein that showed us that the examiners of life perform a double function of serving the tradition of learning but at the same time acting as the informed conscience of society. And as I see it, this, the university and college must do.

## STATEMENTS BY CONSULTANTS

### I

The universities and colleges should continue doing just what they have done well, namely, fit young men and women to think through problems for themselves, for their country, and for mankind. The college can give sureness to its thinkers and enrich the communities with the courage and hopes of its graduates.

An institution of higher learning has the responsibility of developing leaders. It should prepare men and women to develop the resources of the community, state, nation, and world.

### II

Research is an area in which the college has an opportunity to make a great impact on the community. One of the major functions of a college's program should be in research. The pushing back of the frontiers of knowledge and the securing of pertinent data on social and economic conditions in a community are necessary for social planning. Every college should encourage and participate in purposeful research for community development.

### III

The community for its part needs desperately in these days to raise the quality of its thinking to the level set by its colleges. It needs to lowly listen, to humbly and gratefully share ideas, to work cooperatively together, and plan to use the resources of the land and people for the good of all.

### IV

The Research Triangle in our state is an excellent example of cooperation between business, government, and education for the general welfare of the state, national, and world communities.

## COMMENTS AND QUESTIONS

### I

The world we live in is complex, and important changes occur each day which affect our welfare. Mass media—the press, radio, and TV—report a wide variety of events daily, giving little thought to background, interrelationships, or implications for our nation. Short quotations from local, state, national, and world leaders tend to confuse rather than enlighten. Public forums are needed to provide opportunities for presentation of vital social issues in a meaningful, objective way.

Does the college have a responsibility to the community to constantly give it background information and interpret happenings in the larger world community?

How can the college help us gain a more objective understanding of social changes and their effects on individuals?

### II

College teaching is a very demanding job. With the current emphasis on quality education, it is likely to become even more demanding. Then, too, teachers must perform certain non-teaching jobs assigned by college administrators which take additional time and energy.

In view of these facts, when can teachers find time to function effectively in community activities?

What position should the college take when faculty members assume leadership roles in community affairs, even to the extent of participating in social action programs like boycotts and sit-in demonstrations?

What are the citizenship responsibilities of faculty members and how may they be met?

Does their superior training impose any special obligations upon them to participate in community activities?

Should faculty specialists serving as resource persons for non-profit community organizations or institutions render their services free or set fees for them?

### III

The facilities of a state supported college belong to the state's citizens. Some civic, religious, social, and fraternal groups like to use college facilities for concerts, socials, and other activities. The use of college facilities by these groups is one type of co-operation they expect from the college.

Should the college permit respectable groups to use its facilities?

Is it in the public interest to charge exorbitant fees to non-profit organizations using the college facilities?

### IV

Community agencies and institutions desiring the professional services of a college faculty member should approach the administration in an effort to secure these services. In following such a procedure mutual helpfulness and the proper kind of rapport can be established between the agencies and the college.

In this way, the administration may serve as a restraining lever on the exorbitant fees the faculty member might arbitrarily set. No one can make the faculty member render this service, but if his morale is good with his college, he will be reasonable.

Should the college encourage faculty members to render needed specialized services for institutions such as hospitals and recreation centers?

Should the faculty member be allowed to set his fees for professional services rendered to community agencies and institutions?



## XIII

# Facing the Alma Mater

### DISCUSSION QUESTION:

WHAT SHALL BE THE NEW DIMENSIONS IN COLLEGE-ALUMNI RELATIONSHIPS IN THE CHALLENGING NEW EDUCATIONAL ERA?

*College Liaison:* Mr. Brooklyn McMillon, Chairman, Health Education Department.

*Moderator:* Attorney William Marsh, President, National North Carolina College Alumni Association.

*Discussion Leaders:* Mr. Francis Kornegay, Director, Urban League, Detroit, Michigan; Dr. Arthur E. Teele, Director, Secondary Education, Florida A. and M. University; Dr. John H. Wheeler, Trustee, Morehouse College and Atlanta University; Dr. James M. Hubbard, Sr., Trustee, North Carolina College.

*Consultants:* Mr. Charles Dukes, Director of Duke University Alumni Activities; Dr. Walter Brown, Professor, Education; Mr. I. O. Funderburg, Morehouse College; Mr. Nathaniel White, Hampton Institute.

*Alumni Resource Persons:* Mr. George Thorne, Assistant to the Business Manager; Mr. John V. Turner, Commerce; Mr. William Malone, Placement Officer; Mrs. Rebecca P. Edmonds, Placement Office; Mr. Alfred Fisher, Hillside High School; Mr. Joseph Parker, Biology; Mr. John Holloway, Business Manager, Saint Augustine's College; Miss Roxie Holloway, Local North Carolina College Alumni Secretary; Mr. Howard Alston, Hillside High School; Mr. Lindsey Merritt, Hillside High School.

*North Carolina College Senior Class Officers:* Mr. Alton Kirk, President; Mr. Johnny Blackwell, Vice-President; Miss Mildred Fain, Secretary; Miss Melba Burke, Assistant Secretary; Mr. Harvey Ramseur, Treasurer; Mr. Jethro Hawkins, Business Manager; Mr. John A. Brown, Parliamentarian.

*Executive Resource Person:* Dr. Alfonso Elder, President.

*William A. Marsh:* Those of us who have been intimately associated with affairs of alumni associations know well how frustrating this area of work can be. We lack that enviable advantage of the college—the captive audience, and so we must seek to keep alive the flame of loyalty and interest long after the graduate has taken his place in other walks of life.

To say it another way, we must begin to compete with professional interests, with new social and recreational interests, with families, and with other institutions for the attention of the graduate. It is useless to say what motives “ought” to inspire the graduate, what loyalties he “should” feel. The simple fact is that we are dealing with an individual whose only tie with his undergraduate or graduate institution is its name on his diploma, the fact that he spent a few years of his life on its campus, and, perhaps most important of all, what he remembers of that institution.

Alumni associations seek to say that the individual has a stake in the college’s future. Through his support—and there is no claim here that it should always be a nod of approval to whatever may be the proposal of the moment—the alumnus can bring his influence to bear on the program of the college.

Our panelists will deal in specifics on this question, detailing the new dimensions of responsibility that alumni must assume in this challenging era.

*Arthur E. Teele:* Since our contemporary society is becoming more complex and more challenging in terms of urbanization, communication and production, American people are demanding a better quality of college education. With considerable justification for their viewpoints, they believe that the complexity of modern living and challenge of world tensions call for better trained leaders to safeguard our way of life. It is this climate of public sentiment that should have a significant bearing on determining the appropriate directions for North Carolina College Alumni in this challenging new educational era.

About three decades ago, many officials of colleges and college alumni organizations made appeals to graduates to urge them to send their sons and daughters to their Alma Mater. These graduates were told that they really were obligated to support their undergraduate collegiate institutions by sending their children to

them. The increasing emphasis upon quality education in our colleges and universities and our persistent search for top-flight leaders on the state and national levels have led to new college-alumni relations. We expect the colleges to produce the brilliant leaders—diplomats, statesmen, engineers, mathematicians, scientists and teachers—that we need to develop a strong nation.

The personnel of the modern college is now appealing to the alumni: (1) to help support the worthy enterprise of education by making financial grants and gifts to aid in plant capitalization and in defraying the increased cost of operation; (2) to help locate and identify superior high school seniors, and (3) to assist gifted students with limited or no means to enter and to remain in college by making available scholarships and loans to be administered by the institution. Thus, the modern college is no longer recruiting all sons and daughters of former graduates, but it is urging its alumni to encourage superior students to apply for admission.

Since the director of admissions and admissions committees at many of the colleges are aware that there is no definite way to tell whether a brilliant student at eighteen will be a success at forty years of age, they must rely, to a considerable extent, upon high school counselors' and teachers' evaluation of prospective students. It appears that an effective recruitment policy by college admissions officials should give serious attention to establishing rapport and frequent contacts with high school counselors and teachers who know their students quite well. Big alumni banquets and dinners to achieve this purpose do not seem to be as useful as small groups for having questions raised and answered satisfactorily. Many important teachers who are familiar with students' abilities and potential are not reached in large gatherings.

The modern college is exerting more effort to inform alumni committees and other organizations which give it support in expanding objectives, increasing curricular offerings, and rapidly extending college services. The personnel of the modern college also recognizes the importance of informing well the alumni in order that they will be able to give correct information and sound advice to interested students and patrons. Because of the rapid extension in college programs and the raising of academic standards for admission and graduation, there appears to be a greater need

for more effective communication between the high school and college personnel. I suggest that we not only meet with the principals, deans of students, and counselors but, also, with classroom teachers and coaches who, perhaps, know the students better than others. This type of communication and cooperation should provide the collegiate admissions officials with the opportunity to identify able students who show promise. I would like to suggest further that many persons employed in the large high schools who are frequently in the news headlines do not always know the brilliant students enrolled in their schools. More often than not, modest and conscientious teachers exert tremendous influence upon the choices of ambitious high school seniors. These classroom teachers are also held in high esteem by the school patrons.

The college-alumni relations may be improved by delegating the responsibility to someone employed in the student personnel office or admissions office to provide reliable information to graduates, other college supporters and prospective students on the following four questions:

1. To what factors does the admissions committee or director of admission give great weight in evaluating an applicant?
2. What is the profile of the college freshman class?
3. What and how much financial aid is available for brilliant students?
4. What and how much aid is available for the needy students?

It is still the role of the modern college alumni to encourage the high school seniors to attend their Alma Mater. It is wise, however, for the alumni to know the admissions policies of the college and the intellectual potential of the senior whom they are advising to apply to their college. The modern college in its preparation for the challenging new educational era is presently competing for the top three-to-five per cent of all high school graduates. The Yale University's "90 Enrollment and Scholarship Committees" are excellent examples of this type of talent searching among ranking high school graduates. Each committee has a chairman and a membership of three to twelve persons. Over 1,100 alumni are placed on these committees annually and each year the membership increases. In 1958 the enrollment and



scholarship committees interviewed almost 3,000 candidates. Many who did not show unusual promise of success were discouraged from applying. Gifted interviewees were not only encouraged to apply but the committee chairman wrote the university admission officials concerning those students who possessed great intellectual potential. Furthermore, the ninety committees provide scholarships and loans through their alumni clubs, but the university determines who receive the scholarships and loans.

It would seem, therefore, the direction that the modern college is taking in this challenging era is in the pursuit of excellence in higher education.

*Francis A. Kornegay:* Perhaps I can illustrate "What Shall be the New Dimensions in College-Alumni Relations in the Challenging New Educational Era" by referring to the reorganization, activities and problems of my local North Carolina College Alumni Group in Detroit, Michigan. Two years ago, this chapter was dormant. Today, it is a spirited, growing organization. Our members hold important positions in public education, business, and city recreation and welfare. They have embarked upon a program to increase their impact upon the community as graduates of North Carolina College. Specifically, they plan to conduct programs in the secondary schools in order to focus the attention of outstanding students on North Carolina College. Additionally, they plan to contact every alumnus in the Detroit area in order to offer him a chance to participate in the program.

The factors which led to the re-awakening of the chapter seem to point out some new directions the College might explore in its relations with the alumni. First, the College can keep the alumni informed about its own progress in such areas as its physical plant, faculty, course offerings, number of students, and extra-curricular activities. Everyone is proud to be identified with a growing, successful organization. Much of the enthusiasm which led to the reorganization of the Detroit chapter was generated by a knowledge of the great strides North Carolina College is making.

Second, the College can define clearly its goals and requirements. This definition is particularly important when the aims and qualifications change. "What kinds of students does the

College want?" "What does it offer them?" "What qualifications should they have?" The fact that one graduates from a particular college is no assurance that he knows the philosophy or goals of the institution. During his school days, he is primarily concerned with his own goals. After he finishes, his enthusiasm for his Alma Mater is likely to be determined by his success in achieving his own goals, not those of the College. How can he enthusiastically interpret to prospective students goals which he himself does not know?

Third, the College can furnish information about its students and graduates. We like to hear about and see pictures of the College, the Durham community, the other alumni, their marriages, their children, and their jobs. This information makes us feel proud members of an important family and inspires us to give of our time, effort and money. Additionally, I should like to see, after each commencement, a list of the graduates who have moved into the Detroit area. Think of what it would mean to someone moving into a large and seemingly unfriendly city like Detroit to receive a visit from a fellow alumnus! How enthusiastically do you think he would work in the chapter? If we knew what alumni were moving into the Detroit area, we could greet them and make them feel a part of the larger NCC family.

Finally, the College and the National Alumni Association should suggest specific, progressive programs for the local chapters. The local chapters must have some motivating force. If the members of the chapter think that their main goals are to send their children to North Carolina College and to make annual contributions, the local association will quickly die. The goals of the program should be more than merely quotas for funds. People of the caliber of our alumni receive many requests to support worthy organizations. Alumni quotas, however urgent, are likely to be tossed aside. Furthermore, the programs suggested should be continuing activities. One-shot programs like this Fiftieth Anniversary Program can provide a temporary stimulus, but long-term continuing programs are necessary to keep interest at a high pitch.

We are proud of this great moment in our Alma Mater's history. As we move forward into the challenging new area, the

local chapters ask the College, "Tell us what you want us to do." We pledge our sincere cooperation.

*John H. Wheeler:* In this subject of new dimensions in college-alumni relations, we find the challenge that all of us must face as alumni and trustees of institutions of higher learning. This challenge is inherent in the new dimensions in which our colleges find themselves forced to operate. Someone in the beginning of this program made the observation that the alumni wanted mainly to know about the football team. Since this is true quite often, the administrations and the trustees of these various institutions are often forced to come to grips with this attitude. It may be interesting to know that the United Negro College Fund has designated roughly 10 per cent of the operating budget to its member colleges for use in their athletics programs. This was done immediately after it was discovered that some of these colleges had football deficits in excess of 10 per cent of their total budget. This situation will give you some idea as to the problems that trustees of colleges have faced, just as have football commissioners, and particularly at a time when they must meet the challenge necessary in the pursuit of excellence in preparing their students for participation in a bright new and complex world. Dealing with Alumni interest in athletics is one of the more onerous tasks of the university trustees.

If you sit on the boards of trustees as I do, you will soon recognize that it is not only their task but also the task of the alumni and the administrative personnel to bring bright boys and girls into their colleges and graduate schools. The state schools are in the same category as the private schools when it comes to the question of enriching the program in such a way as to give the student the proper equipment for competition with students in other institutions. And if we examined the various state institutions just in North Carolina, we would be surprised to learn of the number of Foundations which have accumulated rather sizeable amounts of money from which they promote an enrichment program in various colleges of this state. In some cases, the Foundations enable needy students to borrow funds for education; in other cases, these Foundations provide for research facilities, or for the paying of salaries in certain areas of research. In either instance, the activities of these Foundations give the students in the favored



colleges particular advantage over those in less fortunate institutions. All institutions, private or state-supported, are faced with the similar problems of finding the vast and extra money to do the things which will make their program appealing. Now to you this is a challenge which the alumni of all of our institutions must face and must aid in providing extra funds. I heard just this week that the alumni of a small college had pledged 1 per cent of their annual income for the next five years. This pledge is a great sacrifice because it has been determined that these young ladies, women and married women, homemakers, etc., had an average income of only \$3,500 a year. So you can see what a sacrifice this commitment must entail. Few of us have the loyalty to our colleges which we ought to have, but we must face up to the need for these extra funds.

Trustees recognize fully the new demands made upon colleges such as programs for reading centers, special institutes, and remedial work. Trustees recognize the financial needs of students who cannot stay in school because of the lack of funds. For such reason, there is the need to create scholarship funds, loan funds, etc. Now everyone here needs to open a scholarship fund for students and a scholarship for faculty members. There is not a single one of our colleges here in the South which does not face immediate pressures from the Southern Association; pressures to meet the standards of modern library facilities, pressures to increase the percentage of faculty members who have Ph.D's, etc. Recently, a friend of mine came South looking for Ph.D's in other colleges and universities. A person whom this friend contacted related to me that he was honest in recommending one of his own faculty, but that he couldn't be as enthusiastic in the recommendation as he might have been, for doing so would have meant raiding his own faculty. Qualified faculty members are one of the pressures. So, today, the alumni have passed beyond the "cry" for the coach's scalp. We need not worry about a football team. Let's build a good college. There are many more important and more challenging problems for the alumni to face today than the desire for a championship football team.

*J. M. Hubbard, Sr.:* My remarks are concerned with how the Trustee Board views college-alumni relations. There has been



quite a bit of talk since I've been a member of the Trustee Board as to what the relationship is between the college and the students, what relation there is between the alumni and the trustees. Much of this talk has been to students, for most college people—even teachers—tend to avoid talking to the trustees for fear of reprisals. Since this fear is understandable, I wish to make my presentation by posing four questions and attempting to answer them.

*Questions:*

1. Do the alumni react to these internal changes in the college?
2. Do the alumni seek an influence in policy-making within the college?
3. Have the alumni a definite responsibility to the college?
4. Should the trustees give full attention to alumni suggestions and requests?

I should like to say, first, that trustees of the college view college-alumni relations with a great deal more interest than what might be supposed by either the teacher, student, or alumni. I doubt if there is any question coming before the trustee board, having been presented by the college or by a member of the alumni, in which the trustee board does not take particular interest, and even sympathetic interest. The trustees' goal is simply to see what can be done about it. Now most times they are inclined to be courteous to whatever question might arise. We must keep in mind that the administration with proper assistance, meaning the deans, representatives of various departments and special officials—properly fashioned into an executive committee—after a study of the college situation in terms of well regulated institutions in its class, is able to make rules and regulations pertinent to its own good. There is often need for internal change in these regulations. The whole system of education is undergoing a change with respect to a newer look that has been expressed here this evening, and an institution that has its set of regulations and rules has to make changes in order to keep pace.

Do the alumni sometimes react to these internal changes? I would say, yes. The trustee board observes that the alumni sometimes react to these internal changes without knowing the

basic facts which brought about the changes. There are many reasons why the alumni might not understand or might not know why changes come about. It might be due to inactivity of the alumni organization itself; it might be due to lack of proper representation on the executive committee; or it might be due to the lack of proper representation on the trustee board. I think that the best regulated alumni associations should have a way of getting a member on the trustee board so that they might keep informed. They must keep up with what is going on in the institutions.

In some institutions there is some alumni representation in the various agencies of the college itself, but if these alumni representations become destroyers of alumni morale, administrators will be quick to overlook such appointments because some information of a trustee board is the private knowledge of that board. On the other hand, when there is no alumni representation, certain information which alumni should have does not get out to them. This discourages the alumni associations which would like to keep alive and to keep abreast with what is going on in the institution. It is for such a reason that they try to have representation on the various boards and in every phase of the college life. If this is not possible, they lose interest and drop out.

Do the alumni seek influence in policy-making within the college? I will now say to this, yes, the alumni do seek influence in policy-making. Policy-making is an important factor in the college program. Policy stems from the administrative staff and is most often sanctioned by the trustee board. The alumni have a right to assert their influence in this direction, but if the matter becomes an issue, the trustees would view it first on its merit, and, second, in the light of alumni contribution to the college. I think that this statement may be considered explosive because it equates loyalty with financial contributions. An alumni chapter which sends \$10.00 a year but creates \$1,000 worth of confusion should take inventory of itself. This is how a trustee may view it. On the other hand, if the alumni are active locally and have active regional chapters bent on making worthwhile contributions to the college, they have a right to seek a part in policy-making. Under other circumstances, the trustee board would construe such in-

fluence to outweigh alumni contribution and probably delay such influence on that basis.

Have the alumni a definite responsibility to the college? I say, yes. I dare say the alumni have a larger responsibility than just making contributions or just being interested in certain phases of the college's activities. Most alumni organizations certainly want good athletics and some of them direct their entire efforts toward building good athletic programs as a part of their contribution to the institution. But we have just been told that that phase in institutions now is being de-emphasized. Some years ago, the people who questioned over-emphasized athletics became very unpopular with the administrators, the alumni and the college at large. But with a program of instruction now being the college's prime consideration, and the newer emphases in other programs that have come about through the years, it has become mandatory that larger extra curricular activities be de-emphasized. And this de-emphasis is not because the student must spend all of his time in the classroom or become proficient in his knowledge, but because there are so many other areas of cultural growth demanded by the times.

I was talking to an alumnus of another institution this week and he said that they had started on a new program. He enumerated the number of people involved—all the alumni chapters and non-chapter graduates of the institution. The plan was for each member to pay \$1.00 a year for the time he had been out of school. He had been out fifty years and gave \$50 the other day. There were some members who had been out only five years, and because they hadn't given and hadn't been out so long, they doubled the amount. This is not a bad scheme.

The alumni should recognize, in seeking suggestions and finding out whether or not the trustee board should accept their suggestions and requests, that the trustee board, in recognizing its responsibility, must consider the over-all program of the institution, its continuous growth and development and the welfare of the college at large before some of their particular and peculiar requests can be considered. And, if the alumni's requests are not considered for immediate action, they should not assume that the trustee board is hostile to their program. The board is considering the over-all program of the institution in order that everybody



will have a share. Then, too, it must be remembered that the trustee board of a State-supported institution has an oath by law to see that the public tax dollar is spent for the greatest good for the greatest number. I urge, in closing, that an alumni association create a program which has continuity, which has involvement with, which has commitment to the college. And the best way that I see to carry out that type of program is for every alumni organization to have a field representative. I've been associated with two alumni organizations and each of them at one time or another did not have a secretary, a field secretary, and when they did secure one, the individual alumnus became very much improved. The difficulty is that alumni fail to properly finance the support of such an office.

#### STATEMENTS BY CONSULTANTS

Every college and university that wants to be a great college and university must set up on its own campus an alumni officer who is a vested part of the administration, one who has direct access to the board of trustees, and one who serves on a policy-making level of the administration.

A standard pattern of boards of trustees of the past has been to release to the alumni officers just enough knowledge to keep them happy and just enough authority to keep them out of their hair. Now the alumni are coming into their own as mature members of the university family, and unless the universities and the public recognize it, they are going to lose one of the greatest sources of income and influence that the colleges have ever known.

Colleges will not invest until they can see more coming back than they are investing. This has been a weakness in the financial developmental structure of colleges and universities. When the members of the Board of Trustees or the administration are willing to set up an alumni officer who will give full time to alumni direction and have access to the Board of Trustees, to the faculty meetings, and are willing to tell the alumni exactly what happened and why it happened, the newer dimensions of college-alumni relationship will be realized.

We are reminded today of the attitude of some big businesses toward educational aid. Some have said that they would not give



to any institution on a preferred basis unless the alumni and the faculty in defense of that institution are willing to dig down in their pockets and do for themselves.

## II

A college or university cannot have a well organized alumni body without the appointment of a person—director or secretary or executive secretary—who has the ability and the initiative to promote the operation.

## COMMENTS AND QUESTIONS

### I

The whole process of communications, depending upon the degree to which the college faculty and students have been unified into a oneness, into a close family relationship, is the key to future alumni loyalty.

As an adjunct to vocational guidance, placement and follow-up, it is the responsibility of a school to help place its products in gainful employment.

The liberal arts institution does have its sacred place in our society. As our society becomes more complex, more scientifically enriched, more technologically enriched, we need the resources that a liberal arts background can give.

### II

The ideal situation is for the alumni secretary or the alumni director, or whatever he may be called, to be an essential member of the university congress. The title he receives is unimportant. His role or function is the important thing.

### III

The alumni office must have sufficient equipment, sufficient personnel and qualified personnel, just as would be used in a research program in a continuing graduate operation. The office must also send professional workers to at least four institutions that are comparable in size, circumstances and conditions to study their procedures.

## IV

The organization of chapters, the solicitation of funds and the establishment of goals should be subject to the approval of the central alumni group.

Members of the panel and audience addressed their attention to the following questions:

Since the matter of gaining immediate employment is of paramount importance to most graduating seniors, is it reasonable to expect the same degree of loyalty from liberal arts college graduate as might be expected from graduates of a multi-purpose institution?

Which is more ideal, an alumni secretary, director, or executive officer?

What are the recommended techniques for locating graduates and for keeping up with them as they change scenes for new jobs?

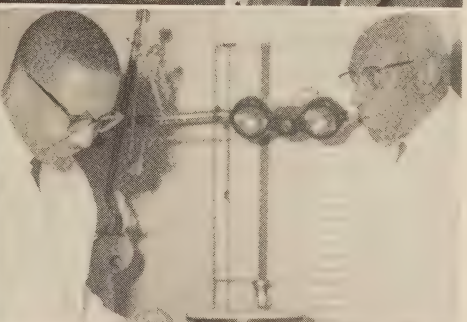
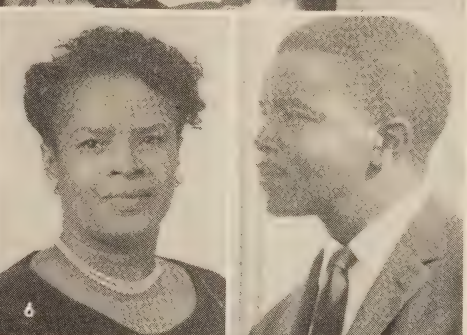
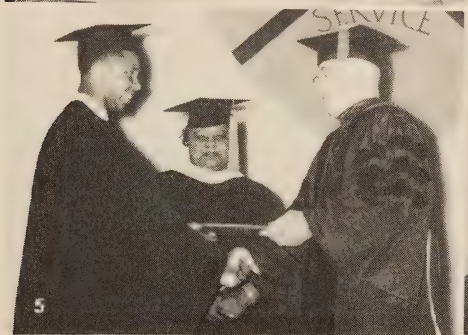
What are the possibilities of conflict between local alumni chapters and the National Alumni Body? How can they be handled? How can they be prevented?

PART FIVE

THE PRESSURE OF NEW SOCIAL FORCES UPON THE  
FACULTIES OF HIGHER EDUCATION



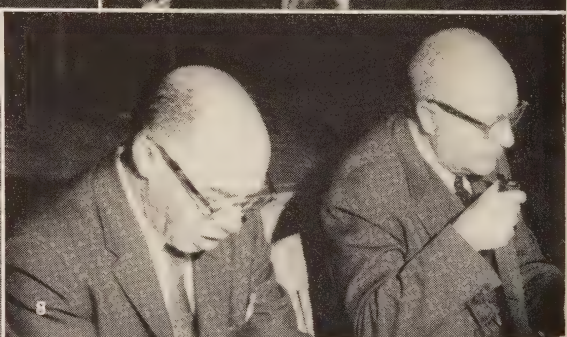
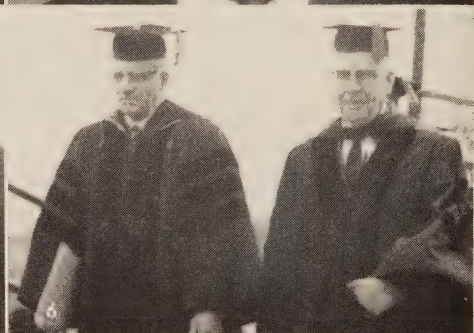
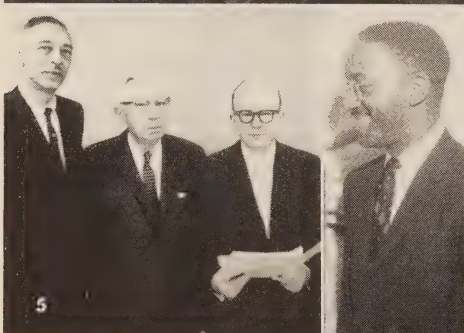
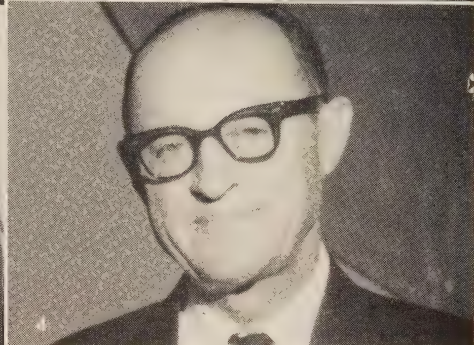




### N.C.C. HAS RICH FAMILY TRADITION

First, second and third generations in the same families in this state are prominent among NCC alumni. Typical families shown above include (1) the Boykins of Clinton; (2) the Holloways of Durham; (3) the Atwaters of Chapel Hill; (4) the Harrells of Ahoskie; (5) the Scarboroughs of Durham; (6) the Underwoods of Rocky Mount; (7) the Gibsons of Raleigh; (8) the Hubbards of Durham.





### SOME ANNIVERSARY PARTICIPANTS

(1) L to R, Seated: Dr. Albert Turner, Dean of NCC Law School, Harry Golden, Editor and Author. Standing: Prof. D. G. Sampson, Mr. Nelson Strawbridge, Dr. Asa T. Spaulding, Prof. Dan Pollitt, Prof. D. Maggs and Atty. Marion Wright. (2) Dr. Marjorie Parker, Counselors and High School Student Panelists. (3) Major L. P. McClendon, US Sect. HEW Arthur Flemming and President Elder. (4) Mayor E. J. Evans. (5) and (5A) Graduate Dean W. H. Brown, NCC, Chairman Trustees Bascom Baynes, Dr. Ralph W. Tyler, Stanford, Cal. (5A) Dr. John H. Franklin, Brooklyn College. (6) President A. Elder and Governor Luther H. Hodges. (7) Dr. Helen G. Edmonds, Executive Director, Golden Anniversary. (8) Undergraduate Dean G. T. Kyle, NCC, Dr. Theodore Distler, American Association of Colleges and Universities.

# The Pressure of New Social Forces Upon the Faculties of Higher Education

ALFONSO ELDER, *President*  
*North Carolina College at Durham*

I feel confident that this celebration of our Fiftieth Anniversary will be recorded as one of the great events in the history of North Carolina College. The value of what has been said and done here during the past two days has exceeded our expectations and we owe a debt of gratitude to all of our friends who have contributed to the success of this undertaking.

We are grateful to Governor Luther Hodges, to our Board of Trustees, and to other officials of our State for their encouragement and support. We extend sincere thanks to our keynote speakers, to the leaders of discussion groups, and to consultants who entered enthusiastically into the discussions of problems which affect our future. We are grateful also to members of our Alumni Association and to Mayor E. J. Evans and our friends in the City of Durham and throughout the State who have given us every possible encouragement. Many representatives of colleges, universities, and national organizations have come today to make known by their presence their good wishes for our institution. To them we extend a hand of friendship and a pledge to work cooperatively with them in the promotion of the educational ideals of our State and Nation.

Occasionally, I like to say that "a good administrator is one who wears a worried look on his assistant's brow." Members of our faculty and staff and our students have done a tremendous behind-the-scene job in preparing for this conference. My thanks go to them and it is my hope that the new furrows on their faces will disappear as quickly as they came.

It is often said concerning married life that the first fifty years are the hardest. This would be a comforting thought if we could be sure that it applies to the life of a college as well.

We learn from physics and from experience that it takes a great deal more energy to set an object in motion from a state of rest than it does to keep the object in motion at a constant rate of



speed. We look back into our past with great admiration and respect, therefore, for Dr. James E. Shepard, the founder of this institution, and his associates who set in motion the operation of this college and stabilized its course. The courage and persistence which they exhibited against almost insurmountable odds will continue to be a source of inspiration to faculty and students for generations to come.

We of the present generation, however, do not delude ourselves into thinking that forward progress can be achieved without great effort, for it is common knowledge that the faster an object moves the greater the amount of energy that is required to accelerate its motion.

One purpose of the events of this week is to rejoice and to give thanks to Almighty God for His kindness to us for we have succeeded beyond what we deserved. Another purpose is, through the help of friends, to get our bearings in this new age and to generate that additional motivating force necessary to sustain us as we chart our course for the future.

As individuals and as groups, we shall study the records of what has been said and done during this celebration. In groups we shall reflect upon the significance of the ideas and conclusions presented to problems which members of our groups have in common. As individuals, each person will search the material for suggestions regarding the definition and solution of problems which have high priority to him.

If the conference had been arranged for my special benefit, I certainly would have included in the program a discussion of the most effective techniques on how to win friends and to influence people in the State Legislature. The conference has helped me, however, to clarify my thinking about several of my concerns at North Carolina College, and I hope to be helped further through a study of the records of the various discussions and panels. I should like to present two of these concerns here because I have a feeling that all of us are interested in them.

The first is the concern for academic excellence. The problem as I see it is one of accelerating students' academic achievement.

For reasons which are well known regarding the economic, cultural, and educational background of the majority of the stu-



dents whom we serve at North Carolina College, our average student enters college with a level of academic achievement that is below the average achievement of freshmen college students throughout the country. There are notable exceptions, of course. Speaking plainly and frankly, however, the average student whom we serve is confronted with the herculean task of catching up with normal academic expectation and then with the problem of keeping up with the accelerated pace which institutions throughout the country are establishing.

We know that we can get an immediate positive change in the average level of achievement by screening applicants more carefully. We are intensifying our efforts to identify more accurately the students who have potentialities for success in college. We do not intend, however, to sacrifice any student who is handicapped by previous training but who has the ability and determination to succeed. We are primarily interested in motivating all of our students to achieve at their optimum levels.

The solution of this problem of accelerating academic achievement is extremely difficult. There are many pressures, patterns of thought and of action, interests, and projects on-campus and off-campus which compete with each other for the time and loyalties of students. Some of these pressures serve as incentive to academic achievement and others do not.

How can we use these pressures that are favorable to learning to increase the student's disposition to increase the amount and quality of his learning? What can we do to counteract the negative effect of pressures that tend to decrease the student's disposition to learn? How can we establish a climate that is most favorable for the use of modern techniques of developing abilities and skills?

It is of primary importance then to know what these pressures are. They are not the same for all students although groups of students have many pressures in common. There are some pressures that are extremely significant to students in some localities that are not particularly significant in other localities.

For the purpose of illustrating the effect of pressures or forces upon academic achievement, I have selected two pressures which are highly significant in our situation. The first pressure which I

shall mention is one, as I have said, that is especially significant to schools such as ours.

Ordinarily, praise is thought of as a positive force—a form of encouragement. It may seem strange to hear me say, therefore, that we are the victims of too much praise. I should qualify this by saying that we are the victims of too much praise of a certain kind. When I say “we,” I refer to Negroes in particular. We are lulled into a state of complacency, self-satisfaction, and mediocrity through commendation. In many instances the praise that we receive has a negative effect upon our effort to improve the quality and quantity of learning.

Let me hasten to add that this is not personal, for the most complimentary statements that can be made about North Carolina College are well deserved and greatly appreciated.

Speaking seriously again, on innumerable occasions we are complimented upon the progress which we have made as an institution. It is true that we have made considerable progress. We believe it and we like to hear it said.

A great many persons who make these statements of praise are sincere. They have a deep appreciation for what has been accomplished in so short a period of time.

The undesirable feature of this praise lies not in the act of praising but in the method by which praiseworthiness is determined. Praiseworthy progress thus is often determined by comparing ourselves with ourselves and with no one else. This method of determining progress would be satisfactory if no other persons than ourselves existed. A comparison between the progress which we have made and the progress which others have made during the same intervals of time might present a different picture from that presented by self-comparison. Indeed, this is actually the situation.

It is only recently that we as a minority group, and other groups as well, have begun to think seriously about achievement and progress in terms of accepted standards. We still like the comforting feeling that comes from knowing that we have made great progress for *us*.

At one time a student whose name was Walter K. made three F's and 2 D's during the first semester of his freshman year. Some-

one asked Walter how he had done in college and Walter replied, smiling: "I think I did pretty good for the first time."

The second force which I shall mention in connection with academic achievement is a new force and one which I think can be used in a positive way to increase students' disposition to learn. This force I will name: The New Look.

A runner who is furthest behind in a race, as the group goes down the final stretch, is not always impelled because of his position to exert a greater effort than those who are far ahead. While he is motivated to improve his relative status, those in front who see the possibility of victory within their grasp are the ones who call forth that last ounce of energy and who take the last few steps on their will to win when available energy is exhausted.

In terms of educational background, the students whom we serve for the most part are behind on national achievement scales when they enter college. Assuming that they do not differ from other Americans in their innate ability to succeed, they are faced with the problem of first catching up with those who are in the lead so that they, like the forward runners, can be similarly impelled to make the supreme effort to compete for the prize. This is no small undertaking and the usual or normal motivations are inadequate to accomplish this supreme feat. They must be imbued with some extra motivation—some added impulse—which the others do not have.

What can this extra pressure be? To find this increment of strength and determination which others do not have is, I believe, one of our greatest problems in the process of accelerating academic achievement.

I should like to suggest one special motivating factor or pressure which, in my opinion, seems to possess the extra qualities desired. I will define this pressure as the new look versus the old.

The young people of North Carolina College and other institutions similarly situated have expressed impatience with the principle of gradualism in the attainment of equality of opportunities, that is, the old way of viewing change. They want equality now and not later. Recent events have shown, as a result of their sincerity, their determination, and willingness to suffer any indignities in order to realize their purpose. They have succeeded in ac-



completing results within a few months in many localities through non-violent action what gradualism would possibly have taken years to accomplish. In many places where positive changes in local practices have not been made, the conscience of the people has been profoundly disturbed. This is the New Look.

Here then may be an unusual and extra force which we are seeking. If we can somehow guide our students to feel as strongly about immediate academic equality as they feel about other forms of equality, then I believe that a giant step will have been taken in solving the problem of inequality in academic achievement.

We are concerned, therefore, with improving the quantity and quality of learning among our students, and the belief is expressed here that in the process of doing this, effective use can be made of pressures which compete for students' interests, loyalties, and we may add, for their fears.

The inclusion here of pressures that are local is not to suggest preoccupation with narrow interests. The breadth of learning required of institutions of higher learning demands the utilization of pressures that are national and global in nature. Where desirable pressures do not exist, they should be created and developed. A close examination of local interests and pressures, however, will often reveal their relationship to concerns of people in other parts of our country and in other parts of the world.

The problem which we face is more than that of doing well or even of moving faster than we have. There are standards which define American progress and we must operate upon the principle that all progress, however impressive, that is less than standard is relatively negative progress.

We come now to the second and final concern. I am deeply concerned with the declining status of college teachers and administrators as leaders among students. This concern is shared by many people throughout the country.

In a recent issue of *Ebony* magazine, there appeared an article by Lerone Bennett, Jr.,<sup>1</sup> on student sit-in demonstrations entitled: "The Plight of the Negro College President." In the article this statement was made by a college president: "College presidents are

<sup>1</sup> Bennett, Lerone, Jr. "The Plight of the Negro College President," *Ebony*, XV (October, 1960), 139.



probably in ill repute at the moment. We probably have never been in so low a state as now."

I should like to call this final part of my presentation, with apologies to Milton: "Paradise Lost" and "Paradise Regained."

On visiting a college recently, one of the teachers at the institution talked with me at length about his loss of status with his students.

This was his situation. Prior to the sit-in demonstrations, he was looked upon by the students as a fearless leader. He spoke to them of social, economic, and political injustices which should be corrected, and they sat amazed at his wisdom and courage.

Although he did not use these words, this was the essence of his confusion.

Nothing came of his admonitions because nobody did anything about what he said. The situation was merely of the "talk about-do nothing about" type. His status as a fearless one increased because doing nothing gave him fuel for further flights of exhortation.

But one day the students acted, and our young leader found himself in an embarrassing position. He could not get out in front and lead, that is, he could not do so and keep his job. He was sorely troubled. He had lost status in his own eyes as well as in the eyes of his devoted students. What was he to do? Could I help him? This was a delicate question to handle. I might have told him that if he had stuck to the subject which he was assigned to teach, then he would not have been in his present predicament.

I am persuaded to think sometimes that many teachers are placing more emphasis upon being social and social change leaders than they are upon being leaders in their academic areas of interests. But teachers advise students in class and out of class about many issues and problems that disturb them, and they should.

I have participated in many discussions of this new dilemma in which we as teachers and administrators find ourselves. A new way of recovering leadership status seems to be possible.

We are experiencing a new way of bringing about social change in which the educator has a definite and important leadership function to perform. Up to the present time, we have adjusted ourselves to certain ways of bringing about social change:

1. Through criticism or verbal persuasion
2. Through education or enlightenment
3. Through legal action.

Now, a new pressure has been added, that of non-violent resistance to laws that are considered morally wrong. The educator should enter the situation for the purpose of performing a function which is appropriate for him to perform, that is, he should continue to educate. In the midst of strong emotional appeals, conflicting rumors, and confusion, he should argue that whatever is done should be done intelligently and in accordance with appropriate rules of the game.

In the recent sit-in demonstrations, certain rules were developed, for example: (1) dress neatly and conservatively, (2) be courteous and do not strike back regardless of the provocation, (3) avoid doing anything that would tend to make people who are to be persuaded, angry about some marginal incident. Other rules were developed specifically to win friends and to influence people.

Further, the educator should assume the responsibility for developing an understanding that the appearance of a new technique of producing social change does not invalidate the appropriateness of all prior techniques. When interest begins to focus upon a need for a particular change in practice or custom, consideration of the following proposition might well be encouraged.

Given a particular undesirable situation, which of the following techniques of producing change should have priority: (1) criticism involving persuasion and discussion, (2) gradual education, (3) legal action, (4) non-violent resistance, (5) prayer?

Thus, through the process of counseling students to think clearly and to act wisely in terms of their intelligence, the teacher and administrator who have lost face can regain their status as leaders. When a plan of action is decided upon through intelligent thinking, through free exchange of opinions, and through careful consideration of the consequences of action upon the person involved, then the teacher can act with integrity. When the conditions of appropriateness are not met, integrity demands that he refrain from following any party line where blind followship is demanded.



UNITING STUDENTS, ADMINISTRATION, AND ALUMNI IN  
REDEDICATION TO THE NEXT HALF-CENTURY

Student Government President Lacey Streeter, President Alfonso Elder, and  
Attorney William Marsh, President of the National Alumni Association.





# IN MEMORIAM TO THE FOUNDER

James T. Taylor  
Shepard Memorial  
Foundation

Carolyn S. Green  
Alumna, Granddaughter  
of the Founder

Dr. Miles M. Fisher  
Pastor, White Rock  
Baptist Church



The former paradise will be lost. It is likely that we as teachers and administrators have been living in a false paradise. The new paradise, if it can be called a paradise, may not be as enjoyable as the old, but at least it will be real and not imaginary.

In closing may I say that we should take courage as did Adam and Eve when they were led down from the Garden of Eden into the valley below. In the words of Milton:

“They looking back and all the eastern side beheld  
Of Paradise, so late their happy seat.

. . . . .

Some natural tears they dropped, but wiped  
them soon. . . . .

. . . . .

The world was all before them, where to choose  
Their place of rest, and Providence their guide.”



## PART SIX

### WHO'S WHO IN ANNIVERSARY PARTICIPATION

A. Officials

B. Keynote Speakers

C. Discussion Leaders and Consultants

D. Colleges, Universities, and Learned Societies

E. Public Schools

F. Alumni Representation

G. North Carolina College Anniversary Officials





# Who's Who in Anniversary Participation

## A. Officials:

*Luther H. Hodges*, Governor, The State of North Carolina.

*E. J. Evans*, A.B., University of North Carolina; president, United Department Stores Company; Durham's "Outstanding Young Man of the Year," 1943; past president, Community Chest and United Fund, Durham Merchants' Association; trustee and vice chairman of Watts Hospital; director, University of North Carolina Alumni Association; member, Executive Advisory Committee of the United States Conference of Mayors; past president of the North Carolina Municipal League; currently serving his sixth term as Mayor of Durham.

*Bascom T. Baynes*, chairman, trustee board, North Carolina College at Durham; attended Oakridge Military Institute; served overseas with the Famous Rainbow Division of the United States Army, World War I; former clerk, vice president, and general manager of Odell Hardware Company, Greensboro; president, Greensboro Life Insurance Company, 1929; president of Home Security Life Insurance Company, Durham, since 1939; associated with and officer in practically every civic and community organization of the City of Durham; member of the Board of Trustees of the North Carolina College at Durham since 1949, and chairman since 1957; member of the Durham City Council.

## B. Keynote Speakers:

*Theodore A. Distler*, B.S., M.A., and L.H.D., New York University; Phi Beta Kappa; secretary of admissions, assistant and director, Student Welfare, director of admissions and student personnel, instructor, personnel administration, New York University; dean, Lafayette College; president, Franklin and Marshall College;

chairman of department of Civil Defense of the Commonwealth of Pennsylvania; awarded honorary degrees by 23 colleges and universities for distinguished service in higher education; member of 25 Professional and Educational Associations; executive director, Association of American Colleges.

*Author S. Flemming*, A.B., Ohio Wesleyan; M.A., American University; LL.B., George Washington University; holds honorary degrees from a number of colleges and universities; director, School of Public Affairs, American University; executive officer, American University; member of United States Civil Service Commission, Man Power Survey Board of the Department of Navy; Commission on Organization of Executive Branch of Government; chairman, Advisory Committee on Personnel Management, Atomic Energy Commission; assistant to the director of Defense Mobilization in Charge of Man Power Problems; president, Ohio Wesleyan University, 1957; Secretary of United States Health Education and Welfare Department since 1958.

*John Hope Franklin*, A.B., Fisk University; A.M., Ph.D., Harvard University; professor, Fisk University, St. Augustine's College, North Carolina College at Durham, Howard University; chairman, department of history since 1956, Brooklyn College; visiting professor, Harvard University, the University of Wisconsin, Cornell University; visiting lecturer, Cambridge University, England; books: *The Free Negro in North Carolina, 1790-1863*; *The Civil War Diary of James T. Ayers*; *From Slavery to Freedom: A History of American Negroes*; *The Militant South*; awarded the George Bancroft Prize for history writing; contributor, Salzburg Institute (Austria), and the International Meeting of Historians, Rome, Italy; member, United States National Commission for UNESCO, board of directors of the American Council on Human Rights, Fisk University board of trustees, board of the United States Book Exchange, board of directors of the American Council of Learned Societies.

*Ralph W. Tyler*, A.B., Doane College; A.M., University of Nebraska; Ph.D., University of Chicago; LL.D., Muskingum College; teacher, high school, Pierre, South Dakota; assistant supervisor

of social sciences, Nebraska; associate professor of education, University of North Carolina, and The Ohio State University; professor of education and research associate, Bureau of Educational Research, University of Chicago; director, Cooperative Study in General Education, American Council of Education; member, Problems-Plans Committee; director, Examinations Staff, United States Armed Forces Institute; Social Science Research Council; fellow, Statistical Association; director, Social Studies Education; director, Center for Advanced Study in the Behavioral Sciences, Stanford, California.

### C. Discussion Leaders and Consultants:

*Albert H. Anderson*, A.B., M.A., University of Pennsylvania; principal of the following schools in Winston-Salem since 1930: Columbia Heights, Kimberley Park, Paisley Junior High, and Atkins High; assistant director and director, North Carolina Summer Workshop for principals at North Carolina College at Durham; extension teacher, North Carolina Agricultural and Technical College; former president, North Carolina Teachers Association; author, "Individualization of Instruction in Oral English," *The Norm*, January, 1934; "A Negro School Principal on Segregation," *We, the People*, April, 1954.

*William Brantley Aycock*, A.B., North Carolina State College; M.A., J.D., University of North Carolina; Editor, *North Carolina Law Review*; visiting professor of law, Universities of Texas and Virginia; Lt. Col. in United States Army, European Theatre of Operations; decorated with Silver Medal Star, Bronze Star, and Legion of Merit; Colonel in Judge Advocate General Corps of United States Army; currently, chancellor, the University of North Carolina.

*Ella Stephens Barrett*, A.B., Winthrop College; M.A., New York University; special guidance work, Johns Hopkins University and Teachers College, Columbia University; served on committee for the study of guidance in the schools of the southern region; advisory committee to Educational Testing Service, Princeton, New Jersey; committee on the preparation of *Guidance Inquiry About You—Today and Tomorrow*; United States Office of Education

Committee on Evaluation Effectiveness of Title V(a) of the National Defense Education Act, advisory committee on Counseling and Guidance Training Institutes under Title V(b) of the National Defense Education Act; chairman, guidance supervisors and counselor educators of the Southern Region; secretary and treasurer, National Association of Guidance Supervisors and Counselor-Educators; received Fulbright Grant to India; taught extension classes in guidance at Baroda University, India; currently, state supervisor, Guidance Services, State Department of Public Instruction, Raleigh, North Carolina.

*Herbert Elliott Brown*, B.S., North Carolina Agricultural and Technical College; M.A., New York University; principal of Tar Heel Graded and Central High Schools; summer faculty of North Carolina College; assistant director, North Carolina College Workshop for principals; member, State Advisory Committee on Teacher Education and Certification; currently, principal, John W. Ligon Junior-Senior High School, Raleigh, North Carolina.

*Walter Brown*, B.S., North Carolina College at Durham; M.A., New York University; Ph.D., North Carolina College at Durham; post-doctoral study, Boston University; instructor and personnel assistant, Bennett College; guidance counselor and director of Placement, director of student teaching, North Carolina College at Durham, 1959—; member, National Education Association, North Carolina Teachers Association, American Personnel and Guidance Association, Alpha Kappa Delta Honorary Sociological Society.

*Rose Butler Browne*, B.S., University of Rhode Island; M.S., Rhode Island College of Education; Ed.D., Harvard University; Ed.D. (Hon.), Rhode Island College of Education; professor, Virginia State College; chairman, department of psychology, Virginia State College and West Virginia State College; chairman, department of education, Bluefield State Teachers College and North Carolina College at Durham; member, American Association for the Advancement of Sciences, American Association of University Professors, Pi Lambda Theta Honor Society for Women in Education, North Carolina State Teachers Association, National



Association of Women, North Carolina Federation of Negro Women's Clubs, Association of College Teachers of Education, American Childhood Education International, Association of Student-Teachers, National Society for the Study of Education, executive committee of National Adult Education Association; vice chairman, Hillside High School precinct committee of Durham; chairman, program committee, Whitted School P.T.A.; district chairman, Bright Leaf Area Girl Scout Council, Inc.; counselor to youth, Mount Vennon Baptist Church.

*George O. Butler*, A.B., M.A., Howard University; instructor in economics, Howard University; member, National Board of Trustees, National Urban League, District of Columbia Urban Renewal Council; executive board, National Business League; vice president, District of Columbia Industrial Union Council; past president, District of Columbia Federation of Civic Associations.

*Edward Alexander Cameron*, A.B., A.M., Ph.D., University of North Carolina; instructor, assistant professor, associate professor, professor of mathematics since 1946, University of North Carolina; author (with E. T. Browne) *Brief Trigonometry*, and *College Algebra*; member, Phi Beta Kappa, Sigma Xi, American Mathematical Society, Mathematical Association of America; special assignments: chairman of University's Committee on Examinations and Instruction; chairman of University's Committee on Superior Students; director of 1954 conference in collegiate mathematics (sponsored by National Science Foundation); co-director of 1957 summer institute for high school teachers of science and mathematics (sponsored by National Science Foundation).

*Warren Carr*, A.B., Transylvania College; Th.M., Baptist Theological Seminary; former pastorates, First Baptist Church, Coeburn, Virginia; First Baptist Church, Princeton, West Virginia; past president, Yates Baptist Minister's Association, Durham Minister's Association; part-time faculty member of Duke University Divinity School; member of Mayor's Committee on Human Relations; currently, minister, Watts Street Baptist Church.

*C. Douglas Carter*, A.B., M.A., University of North Carolina; special study, Columbia and New York Universities, University of North Carolina; conductor, pilot study for gifted students, Western Carolina College; field director, North Carolina Commission on the Study of the Academically Talented; member, State P.T.A. Board, Winston-Salem Exchange Club, Winston-Salem Radio and Television Council; currently, director of special services in Winston-Salem City schools.

*Charles H. Chewning*, A.B., Wofford College; M.A., University of South Carolina; Study in Administration, Duke, Harvard, and Columbia Universities; former principal of elementary and high schools; former superintendent of the city schools, Green, South Carolina; listed in *Who's Who in American Education*; *Who's Who in the South and Southwest*; currently, Superintendent of Durham County Schools.

*William A. Clement*, A.B., Talladega College; Agent, Memphis, Tennessee District of North Carolina Mutual Life Insurance Company; currently, agency director of North Carolina Mutual Life Insurance Company; member, executive committee of the Durham Committee on Negro Affairs; board of Scarborough Nursery and Merrick-Moore Memorial Park Association; trustee and treasurer of Penn Community Services; past president of Talladega College General Alumni Association; 33rd degree Mason; special deputy Grand Master, State of North Carolina; Shriner; Alpha Phi Alpha Fraternity; past secretary of the National Insurance Association.

*Charles E. Cobb*, A.B., North Carolina College; B.D., Howard University; minister, St. John's AME Church, Frankfort, Kentucky; St. John's Congregational Church, Springfield, Massachusetts; professor, religion, Wilberforce University; director, St. Mark Social Center, Boston, Massachusetts; college chaplain, Kentucky State; dean of men, Congregational Summer Youth Conference, Pine-woods, Massachusetts; chairman, Social Action Committee, Greater Springfield Council of Churches, Massachusetts; chairman, Legal Redress Committee, Springfield NAACP; pastor, St. John's Congregational Church, Springfield, Massachusetts.

*Thelma Dailey*, A.B., M.A.; guidance counselor, John W. Ligon Junior-Senior High School, Raleigh, North Carolina.

*Robert P. Daniel*, A.B., Union University; A.M., Ph.D., Columbia University; post-doctoral study in Bible, Union Theological Seminary; instructor in mathematics and later professor of education, Virginia Union University; as director of the extension division, Virginia Union University, supervised the establishment of the Norfolk Division of Virginia Union University which later became the Norfolk Division of Virginia State College; former president of Shaw University; LL.D. degrees awarded by Virginia Union University and Morris Brown College; cited for recognition by National Urban League, Alpha Phi Alpha Fraternity and National Organization of the New Farmers of America; past president of the Virginia Teachers Association, the North Carolina Negro College Conference, the Association of Colleges and Secondary Schools for Negroes, the Association of Northern Baptist Educational Institutions, the Conference of Presidents of Negro Land Grant Colleges; currently, president, Virginia State College.

*Charles A. Dukes*, A.B., Duke University; advertising manager, Alumni Register, business manager and assistant to director of Public Relations and Alumni Affairs, Duke University; editor, *Duke University Alumni Register*; executive secretary, Duke University National Register; executive secretary, Duke University National Council; member, board of directors, American Alumni Council; currently director, Duke University Alumni Affairs.

*I. O. Funderburg*, A.B., Morehouse College; graduate of Graduate School of Banking, Rutgers University; visiting professor in banking and finance, North Carolina College; currently, cashier, Mechanics and Farmers Bank, Durham, North Carolina.

*Harry Golden*, author, lecturer and editor; author, *Only in America*; *For 2¢ Plain*; *Enjoy, Enjoy*; editor, *The Carolina Israelite*, since 1942.

*Nelson H. Harris*, A.B., Virginia Union University; M.A., Ph.D., University of Michigan; post-doctoral study in educational psychology, Columbia University; study in race relations, Rutgers

University; adult education workshop, University of Chicago; secondary school leadership training, New York University; former professor, Wilberforce University; visiting professor, Prairie View State College, Johnson C. Smith University, Texas Southern University, Florida A. & M. University, and, University of Illinois; author: *Study of Vocational Education in North Carolina*; "Aims of Observation and Directed Teaching," *Administration and Supervision*; "Desegregation in North Carolina Schools," *Yearbook of the Journal of Negro Education*; and others; currently, director of teacher education, Shaw University.

*Charles R. Holloman*, B.S., Western Carolina College; LL.B., Duke University; political science professor, Davidson College; education budget analyst for colleges and public schools, North Carolina; state budget officer (budget division), State Department of Administration, Raleigh, North Carolina.

*James M. Hubbard, Sr.*, National Training School, North Carolina College; D.D.S., Howard University; founded North Carolina College Alumni Association; past president of Old North State Medical, Dental and Pharmaceutical Society; past president of Old North State Dental Society; president of Alexander Hunter Dental Society; president, Shepard Memorial Foundation; member, former secretary, vice chairman, trustee board, North Carolina College.

*Floyd Hunter*, B.A., M.A., University of Chicago; Ph.D., University of North Carolina; caseworker, county director of welfare, Texas; commonwealth fellow, Institute for Research (Juvenile), Chicago; executive director, Council on Social Agencies, Indianapolis; regional executive, USO and executive director, Community Planning Council, Atlanta; professor, University of North Carolina; research consultant, General Research Corporation; author: *Community Power Structure*; *Community Organization: Action and Inaction*; *Top Leadership, USA*.

*J. A. Kearns*, A.B., M.A., Montclair State, New Jersey; Ph.D., Columbia University; captain in United States Army Air Corps, navigator; associate professor of mathematics and assistant dean,



Rutgers University; science instructor on computers, IBM, New York; manager, university program, Eastern Region, IBM, New York.

*William Jesse Kennedy, II*, elected president of the North Carolina Mutual Life Insurance Company, August 2, 1952, succeeding the late Dr. Charles C. Spaulding; retired from the office of president, January 1, 1959; elected chairman of the board of directors; president, Bankers Fire and Casualty Company, John Avery Boys' Club; vice president, Mutual Savings and Loan Association, the United Fund of Durham and Durham County; director, Mechanics and Farmers Bank, Southern Fidelity Mutual Insurance Company, James E. Shepard Foundation, Mutual Savings and Loan Association, The 4-H Club Foundation of North Carolina; member, National Council of Boy Scouts of America, Algonquin Club, Durham Business and Professional Chain, local draft board and Durham's Committee of 100, Omega Psi Phi Fraternity, North Carolina Board of Higher Education, National Council of the United Negro College Fund.

*Arnold K. King*, A.B., University of North Carolina; A.M., Ph.D., University of Chicago; General Education Board Grant; fellow, instructor, assistant professor, associate professor, professor, associate dean of graduate school, University of North Carolina; visiting professor, North Carolina College; member of regional panel on educational materials, Tennessee Valley Authority; local coordinator, Cooperative Study Teacher Education, American Council on Education; author: *Thomas Paine in the United States before 1787*; *Secondary Education in the South*; editor, *Planning For the Future*; director, summer school, The University of North Carolina.

*Francis Kornegay*, B.S., North Carolina College; M.A., Michigan State University; commander of boys and head of science and mathematics, Downingtown, Pennsylvania; delegate lecturer to Youth Encampment, Kirk-en-wereld Driebergen, Holland; delegate to World Baptist Alliance, London; received Phi Beta Sigma honor award; director, Detroit Urban League.

*John R. Larkins*, A.B., Shaw University; M.S.W., Atlanta University school of social work; special study, University of Chicago School of Social Service Administration, and New York School of Social Work, Columbia University; LL.D., North Carolina Agricultural and Technical College; author: *The Negro Population of North Carolina, Social and Economic*; *The Adjustment of Negro Boys Discharged from Morrison Training School*; *The Employment of Negroes in Public Welfare in Eleven Southern States*.

*Hylan Garnett Lewis*, A.B., Virginia Union University; A.M., Ph.D., University of Chicago; professor, sociology, Atlanta University, Hampton Institute, Talladega College, and Howard University; research analyst and information specialist, United States Office of War Information and Bureau of the Budget; consumer studies project analyst and junior social economist, Bureau of Labor Statistics; author, *Blackways of Kent*, "The Changing Negro Family," *The Nation's Children: The Family and Social Change*; "Atlanta and Birmingham, A Comparative Study in Negro Housing," (with R. A. Thompson), *Studies in Housing and Minority Groups*; "Juvenile Delinquency among Negroes: A Critical Summary," *Journal of Negro Education*; "Racial Situations and Issues in Africa" (with W. O. Brown), *The United States and Africa*; currently, director, Child Rearing Study, Health and Welfare Council of the National Capital Area, Washington, D. C.

*Douglas B. Maggs*, A.B., University of California; J.D., S.J.D., Harvard University; student editor-in-chief, *California Law Review*; professor of law, University of Southern California; visiting professor of Law, Columbia University; teacher of law in summers, Universities of California, Cornell, Chicago, Stanford, Yale; special assistant to The Attorney General of the United States; Chief of Wage and Hour Unit of Department of Justice; consultant to Board of Economic Warfare; chief legal consultant, Office of Emergency Management; solicitor for labor by appointment of President Franklin Roosevelt with the advice and consent of the Senate; currently professor of law, Duke University.

*William A. Marsh*, B.S., LL.B., North Carolina College at Durham; mason; shiner; member, Durham Committee on Negro

Affairs, John Avery Boys Club; Legal Redress Committee of North Carolina State Conference of NAACP; president, North Carolina College National Alumni Association.

*Herrick Z. McConnell*, Recruitment Representative, Fifth United States Civil Service Region (comprising the seven southeastern states, Puerto Rico and the Virgin Islands); twenty-three years of service with the Federal Government.

*Major L. P. McLendon, Sr.*, B.S., North Carolina State College; LL.B., LL.D., University of North Carolina; Solicitor of Tenth Judicial District; member of North Carolina General Assembly; chairman, State Board of Elections; chairman, State Department of Justice; member, North Carolina Probation Commission; vice chairman, North Carolina State Board of Education; trustee, Agricultural and Technical College, Baptist Hospital, Medical Foundation of North Carolina; fellow, American Bar Association Foundation; president, North Carolina State Bar; senior member, McLendon, Brim and Holderness Law Firm; chairman, North Carolina Board of Higher Education.

*Betty J. Merritt*, A.B., Shaw University; M.A., New York University; guidance counselor, Merrick-Moore High School, Durham, North Carolina.

*James M. Nabrit, Jr.*, A.B., Morehouse College; J.D., Northwestern University; LL.D., Morehouse College; dean, Arkansas State College; professor of law, secretary, administrative assistant to president, dean, Howard University Law School; president, Howard University.

*Marjorie H. Parker*, A.B., Miner Teachers College, M.A., Ph.D., the University of Chicago; national president, Alpha Kappa Alpha Sorority; president, American Council on Human Rights; member, board of directors of the National Council of Negro Women; recently returned from an extensive educational tour of fifteen countries in Europe and Africa; director, student teaching, Bowie State Teachers College; visiting lecturer in history and philosophy of education, Howard University.

*E. L. Phillips*, A.B., M.A., Duke University; principal, Lakewood, George Watts, East Durham, and Carr Junior High Schools, Durham; "Father of the Year," Durham; assistant superintendent, Durham City Schools.

*Daniel H. Pollitt*, A.B., Wesleyan University; LL.B., Cornell; clerk, United States Court of Appeals; instructor, American University; assistant professor of law, University of Arkansas; associate professor of law, University of North Carolina.

*I. E. Ready*, A.B., A.M., University of South Carolina; Ed.D., New York University; post-doctoral study, Harvard, Chicago, Columbia, and North Carolina Universities; dean of boys, Central High School, Charlotte; principal, Rocky Mount High School, Rocky Mount, and Hugh Morrison High School, Raleigh; superintendent, Roanoke Rapids Schools, Roanoke Rapids; currently, director, Curriculum Study, State Board of Education, Raleigh.

*Daniel G. Sampson*, A.B., Morehouse College, M.A., Atlanta University; LL.B., LL.M., Boston University; professor, law, North Carolina College.

*C. W. Seay*, A.B., Fisk University; M.A., Columbia University; high school instructor, Nashville, Tennessee; Paducah, Kentucky; Topeka, Kansas; and Phoenix, Arizona; former principal, Peabody High School, Petersburg, Virginia; former president, Southern Association of College and Secondary Schools; visiting professor, Virginia Union University; currently, principal, Dunbar High School, Lynchburg, Virginia.

*Mary Trent Semans*, A.B., Duke University, former member, Durham City Council, former Mayor *Pro-tempore*; member, Mayor's Committee on Human Relations.

*McNeill Smith*, A.B., University of North Carolina; LL.B., Columbia Law School; student editor of *Daily Tar Heel*; member of Phi Beta Kappa and Delta Kappa Epsilon, Golden Fleece, Order of the Grail, University of North Carolina; student delegate to International Relations Seminar, Geneva, Switzerland; president of Student Council and editor of *Year Book*, Columbia University



Law School; foreign correspondent and traveller in Europe, Mexico, Canada; Lt. Commander, United States Navy; overseas duty, European, Middle Eastern, and Pacific Theatres of War, World War II; practiced law in New York City and Greensboro, North Carolina; member, Greensboro, North Carolina, American and International Bar Associations; law instructor, Greensboro Evening College; chairman, North Carolina Advisory Committee, United States Commission on Civil Rights.

*George W. Snowden*, A.B., West Virginia State College; M.A., New York University; Ph.D., University of Indiana; assistant professor in economics and Government, Shaw University; acting director of Extension Program, North Carolina Department of Education; National Municipal League Fellow, Institute of Politics, Indiana University; director, Area War Manpower Training Courses (ESMST), North Carolina, Louisiana; associate professor and chairman, division of social sciences, Dillard University; assistant to the administrator, Louisiana Division of Employment Security; assistant to the commissioner, Intergroup Relations Service, Federal Housing Administration; co-author, *Five North Carolina Negro Leaders; Election Costs in Indiana Counties*.

*Alice Thorne Solomon*, A.B., North Carolina College; M.A., New York University; guidance counselor, Wake County Schools.

*Asa T. Spaulding*, National Training School (North Carolina College); A.B., New York University; M.A., in Actuarial Science, University of Michigan; LL.D., Shaw University; LL.D., North Carolina College; D.B.A., Morgan State College; actuary, comptroller, vice president, North Carolina Mutual Life Insurance Company; past president, National Negro Insurance Association; trustee, Shaw University, Howard University; special representative of United States to India for UNESCO meeting; special United States representative to Inauguration of Liberian President, Monrovia (Africa); currently, president, North Carolina Mutual Life Insurance Company.

*John Nelson Strawbridge*, B.S., North Carolina State College; Major, United States Army, World War II; holder of Bronze Star

Medal; president, Nelson's Studio, Inc., and, Colorcraft Corporation; president, North Carolina Photo-Finishers Association; member, chairman, The Durham Mayor's Committee on Human Relations.

*John Sylvester Stewart*, A.B., Atlanta University; director, Bankers Fire Insurance Company, Regal Holding Company, Mechanics and Farmers Bank, Durham; vice president, John Avery Boys' Club; currently, secretary-treasurer, Mutual Savings and Loan Association; member of Durham City Council.

*Arthur Earle Teele*, A.B., North Carolina College at Durham; A.M., Ph.D., Cornell University; administrative assistant, Old Records and Documents Section, Office of Chief of Engineers, War Department; unit historian at McDill and Drew Fields, Florida; information-education specialist and education therapist, Roanoke Veterans Administration Hospital; professor, education and history, St. Augustine's College; professor and chairman, department of education, Prairie View A. and M. College, Texas; professor and chairman, department, secondary education, Florida A. and M. University, 1957 to present; membership, Phi Delta Kappa, Kappa Delta Pi.

*Charles H. Thompson*, A.B., Virginia Union University, M.A., Ph.D., University of Chicago; L.H.D., Virginia Union University; member UNESCO; editor-in-chief, *Journal of Negro Education Year Book*; dean, Graduate School, Howard University; contributor, *World Book Encyclopedia*.

*Frank Toliver*, A.B., Atlanta University; M.A., University of Michigan; Ed.D., Teachers College, Columbia University; principal, Stephens-Lee High School, Asheville, North Carolina; summer faculty, Tennessee A. and I. University; member, Kappa Delta Pi, Phi Delta Kappa.

*Christine T. Toole*, A.B., M.A., North Carolina College; guidance counselor, Monroe Avenue High School, Hamlet, North Carolina.

*John H. Wheeler*, A.B., Morehouse College, LL.B., North Carolina College; LL.D., Shaw University; trustee, Atlanta Uni-

versity, Morehouse College, Lincoln Hospital, Stanford Warren Public Library; member, Commission on Race and Housing (Fund for the Republic); member, President Kennedy's Committee on Equal Employment Opportunity; Executive Committee of the Finance Committee, National Council of Churches; chairman, Executive Committee of Southern Regional Council, Durham Committee on Negro Affairs; president, Mechanics and Farmers Bank.

*Nathaniel White*, B.S., Hampton Institute; president-manager, Service Printing Company, Durham, North Carolina.

*Marion A. Wright*, past president, Southern Regional Council; vice president and member, Executive Committee of the Southern Regional Council; past president, Alumni Association and Law Alumni Association, University of South Carolina; past president, South Carolina Conference on Social Workers, South Carolina Citizens Library Movement; chairman, South Carolina Library Board and South Carolina Commission on Adult Education; served, by appointment of President Franklin Roosevelt, as member of the Enemy Alien Board of South Carolina during World War II; chairman, Board of the Penn Community Services, Inc.; member, Board of the National Civil Liberties Union; practiced law, Conway, South Carolina; retired, 1947.

## D. COLLEGES AND UNIVERSITIES

<i>Date of Founding</i>	<i>Institution</i>	<i>Delegate</i>	<i>Title</i>
1636	Harvard University	A. Hughes Bryan, S.B., M.D.	Alumnus
1740	The University of Pennsylvania	Eunice Newton, Ed.D.	Alumna
1746	Princeton University	James H. Semans, M.D.	Alumnus
1754	Columbia University	Montrose J. Moses, Ph.D.	Alumnus
1789	Georgetown University	John L. Lertora, M.D.	Alumnus
1791	Williams College	M. Barnes Woodhall, M.D.	Alumnus
1795	University of North Carolina	William Friday, A.B., LL.B. W. B. Aycock, A.M., J.D.,	President Chancellor
1807	Andover Newton Theological School	LL.D. Klein E. Parkes	Alumnus
1820	The University of Indiana	John L. Stewart, M.S.	Alumnus
1821	Amherst College	Robert S. Smith, Ph.D.	Alumnus

<i>Date of Founding</i>	<i>Institution</i>	<i>Delegate</i>	<i>Title</i>
1833	Haverford College	Dudley Carroll, Ph.D.	Alumnus
1836	Davidson College	Charles E. Ratliff, Jr., Ph.D.	Professor
1837	Mount Holyoke College	Mrs. Julia R. Grout, M.S.	Alumna
1838	Duke University	J. Deryl Hart, A.B., M.A., M.D.	President
1839	Boston University	Mrs. Willa W. Lewis, B.S., M.A.	Alumna
1839	University of Missouri	Charles H. Philpott, Ph.D.	Alumnus
1842	Hollins College	Mrs. Agnes M. Skillen	Alumna
1847	The State University of Iowa	Romane Clark, Ph.D.	Alumnus
1849	The University of Wisconsin	Howard D. Henry, B.B.A.	Alumnus
1850	The University of Rochester	Gerald Edwards, Ph.D.	Alumnus
1851	Catawba College	Donald J. Selby, Ph.D.	Professor
1852	Tufts University	A. Bernard R. Shelley, A.M.	Alumnus
1853	Antioch College	Mrs. Jane Ring Trout, B.A.	Alumna
1856	Wilberforce University	Conrad O. Pearson, LL.B.	Alumnus
1864	Bates College	Montrose J. Moses, Ph.D.	Alumnus
1865	Atlanta University	Thomas D. Jarrett, Ph.D.	Professor
1865	Cornell University	Theodore W. Minah, B.S.	Alumnus
1865	Shaw University	William Strassner, A.B., B.D., S.T.M., D.D.	President
1865	Virginia Union University	Thomas H. Henderson, Ph.D.	President
1867	Barber-Scotia College	L. S. Cozart, Ped.D.	President
1867	Howard University	James N. Nabrit, Jr., J.D., LL.D.	President
1867	Johnson C. Smith University	R. P. Perry, Ph.D.	President
1867	Morehouse College	Brailsford R. Brazeal, Ph.D.	Dean
1867	Morgan State College	Martin D. Jenkins, Ph.D.	President
1867	Saint Augustine's College	James A. Boyer, Ph.D.	President
1867	The University of Illinois	Philip Handler, Ph.D.	Alumnus
1868	University of California	Robert H. Sorgenfrey	Alumnus
1869	Purdue University	Daniel R. Goodin, B.S.	Alumnus
1870	Allen University	Frank R. Veal, S.T.M., LL.D., D.D.	President
1870	LeMoyne College	Hollis F. Price, Ph.D.	President
1873	Bennett College	Roy Lee, Ed.D.	Professor
1873	The Ohio State University	William M. Bell, B.A., M.A.	Alumnus
1875	Knoxville College	James A. Colston, Ph.D., LL.D.	President
1876	Prairie View Agricultural and Mechanical College	Thomas Brewer, B.S.	Alumnus
1876	Stillman College	B. B. Hardy, Ph.D.	Dean
1877	Fayetteville State Teachers College	Rudolph Jones, Ph.D.	President



<i>Date of Founding</i>	<i>Institution</i>	<i>Delegate</i>	<i>Title</i>
1877	Fayetteville State Teachers College	J. W. Seabrook, Ped.D.	President-Emeritus
1879	Livingstone College	Victor J. Tulane, Ph.D.	Dean
1881	Spellman College	Mrs. Sophia Brown, A.B., M.S.	Alumna
1881	Tuskegee Institute	J. E. Fuller, Ed.D.	Chairman, Division of Basic Studies
1882	Lane College	C. A. Kirkendoll, A.B., M.A.	President
1882	Virginia State College	Robert P. Daniel, Ph.D., LL.D.	President
1882	Norfolk Division—Virginia State College	Lyman B. Brooks, Ph.D.	Provost
1885	Stanford University	Paul H. Clyde, Ph.D.	Alumnus
1887	Florida Agricultural and Mechanical University	Arthur E. Teele, Ph.D.	Director, Secondary Ed.
1887	North Carolina State College of Agriculture and Engineering (The University of North Carolina)	John Caldwell, Ph.D. Jesse S. Doolittle, M.S.	Chancellor Dean
1888	Saint Paul's College	Earl H. McClenney, B.S., M.S., LL.D.	President
1890	The University of Chicago	F. A. G. Cowper, Ph.D., L.H.D.	Alumnus
1891	The Agricultural and Technical College	Samuel D. Proctor, Th.D.	President
1891	The Agricultural and Technical College	Warmoth T. Gibbs, LL.D.	President-Emeritus
1891	Elizabeth City State Teachers College	Walter N. Ridley, Ph.D.	President
1891	Savannah State College	William K. Payne, M.A., Litt.D.	President
1892	Florida Normal and Industrial College	R. W. Puryear, LL.D.	President
1892	Winston-Salem Teachers College	Frank Atkins, A.M., LL.D.	President
1895	Bluefield State Teachers College	L. B. Allen, Ph.D.	President
1895	The Fort Valley State College	Wesley J. Lyda, Ph.D.	Graduate Dean
1896	South Carolina Agricultural and Mechanical College	Algernon S. Belcher, Ph.D.	Dean
1902	The Palmer Memorial Institute	Miss Wilhelmina Crosson, B.S., M.S.	President
1903	Appalachian State Teachers College	Daniel Whitener, Ph.D.	Dean

1904	Presbyterian Junior College	Louis C. LaMotte, M.A., Th.D., D.D.	President
1907	East Carolina College	Robert L. Holt, Ph.D.	Dean of Instruction
1909	Arkansas Agricultural and Mechanical College	Lawrence Davis, Ph.D.	President
1912	Tennessee Agricultural and Industrial State University	R. Grann Lloyd, Ph.D.	Professor
1923	Bethune-Cookman College	Richard V. Moore, B.A., M.A., LL.D.	President
1935	Dillard University	Albert W. Dent, Ph.D.	President
1946	Charlotte College	Miss Eleanor Markham, M.A.	Professor
1947	Texas Southern University	Samuel M. Nabrit, Ph.D.	President

## VISITING INSTITUTIONAL DEANS

Tuskegee Institute	Robert D. Reid, Ph.D.	Dean of Students
The University of North Carolina	James L. Godfrey, Ph.D.	Dean of Faculty
Shaw University	Nelson H. Harris, Ph.D.	Director of Teacher Education
The University of North Carolina	Alexander Heard, Ph.D.	Graduate Dean
Winston-Salem Teachers College	George L. Johnson, Ph.D.	Dean
Johnson C. Smith University	T. E. McKinney, A.M., LL.D.	Dean
Duke University	Alan K. Manchester, Ph.D.	Dean
The Agricultural and Technical College	J. M. Marteena, Ph.D.	Dean, School of Engineering
Shaw University	Foster P. Payne, Ed.D.	Dean
The North Carolina State College	John W. Shirley, Ph.D.	Dean of Faculty
Howard University	Charles H. Thompson, Ph.D.	Graduate Dean

## LEARNED SOCIETIES AND EDUCATIONAL ASSOCIATIONS

<i>Date of Founding</i>	<i>Organization</i>	<i>Representative</i>
1883	Modern Language Association of America	Benjamin Boyce, Ph.D.
1884	American Historical Association	John R. Alden, Ph.D.
1887	American Association of Land Grant Colleges and State Universities	Jesse S. Doolittle, M.S.
1888	American Mathematical Society	J. M. Thomas, Ph.D.
1915	Association for the Study of Negro Life and History	Mrs. Alice Hannibal, City Councilman
1915	Association of American Colleges	William B. Aycock, B.S., M.A., J.D., LL.D.

1916	National Federation of Modern Language Teachers Association	John G. Kunstman, Ph.D.
1917	State Universities Association	William B. Aycock, B.S., M.A., J.D., LL.D.
1919	American Council of Learned Societies	Arlin Turner, Ph.D.
1923	American Institute of Chemistry	Lucius Bigelow, Ph.D.
1931	American Institute of Physics	William H. Robinson, Ph.D.
1952	National League of Nursing	Mrs. Julia Dupuy Smith

### STUDENTS

Linda Brown, Bennett College  
Theodore Bunch, North Carolina Agricultural and Technical College  
Lawrence Gilliam, Johnson C. Smith University  
David Grigg, The University of North Carolina  
Ralph Harrison, Winston-Salem Teachers College  
Stephen Hunt, Duke University  
Walter T. Johnson, North Carolina Agricultural and Technical College  
John A. Koskinen, Duke University  
Parthenia McCall, North Carolina College  
Reginald Mercer, Shaw University  
Viola Parker, Winston-Salem Teachers College  
Joel Ray, North Carolina State College  
Donald Rink, North Carolina State College  
Sylvia Sifford, Shaw University  
Norris Smith, Johnson C. Smith University  
Lacey Streeter, North Carolina College  
Valaida Wynne, Bennett College  
Jonathan Yardley, The University of North Carolina

### E. REPRESENTATIVES FROM THE PUBLIC SCHOOLS

#### PUBLIC SCHOOL BOARD MEMBERS:

Mr. Frank Fuller, chairman, Durham City School Board  
Mr. R. N. Harris, member, Durham City School Board

#### SUPERINTENDENTS:

Mr. Charles H. Chewning, Durham County Schools  
Mr. Lew W. Hannen, Durham City Schools  
Mr. E. L. Phillips, Durham City Schools  
Mr. Thomas H. Whitley, Caswell County Schools

#### SUPERVISORS:

Mrs. T. C. Beam, Caswell County Schools  
Mrs. Ila K. Wood Bellamy, Rocky Mount City Schools  
Mrs. Mable H. Davis, Franklin County Schools

Mrs. Caesarea B. Debnam, Wake County Schools  
 Mrs. Alice B. Green, Wilson City Schools  
 Mrs. Virginia Green, Wayne County Schools  
 Mrs. M. M. Jeffers, Rutherford County Schools  
 Miss Ethel Mae Lewis, Craven County Schools  
 Miss Mary Barnes Smith, Bladen County Schools  
 Mrs. Cordelia Stiles, Mecklenberg County Schools  
 Mr. C. A. Watkins, Rockingham County Schools  
 Mrs. Gladys F. White, Wake County Schools  
 Mrs. Bessie Wilder, Halifax County Schools  
 Mrs. Addie O. Williams, Fayetteville City Schools  
 Mrs. Rosalie F. Wyatt, Mecklenberg County Schools

### PUBLIC SCHOOL PRINCIPALS, TEACHERS, AND PUPILS

*Adkin High School, Kinston, N. C.*—Mr. C. B. Stewart, principal; Miss Kathleen Clark, counselor; Wilbert Greene, Geraldine Lawson, Carolyn Mumford, students.

*Apex Consolidated High School, Apex, N. C.*—Mr. P. A. Williams, principal; Mr. William Freeman, teacher; Marian Lee, Joyce Flippin, Marvin McNeil, students.

*Atkins High School, Winston-Salem, N. C.*—Mr. A. H. Anderson, principal; Mrs. M. Y. Hill, counselor; Daphne Balsey, Karen Parker, Preston Williamson, students.

*Bunche, Ralph J., High School, Weldon, N. C.*—Mr. N. M. McMillan, principal; Miss Joan Bennett, counselor; Rose Fortt, Sherrill McMillan, Maliscy Davis, Clara Whitaker, students.

*Bladen Central High School, Elizabethtown, N. C.*—Mr. C. M. Carraway, principal; Mrs. M. H. Carraway, Counselor; Herman Lewis, Alice Lewis, Bessie Lee, students.

*Carver High School, Laurel Hill, N. C.*—Mr. C. E. McCoy, principal; Mrs. T. D. Edwards, teacher; Delores Nichols, Walter Alford, Chonita McKoy, students.

*Carver Consolidated High School, Winston-Salem, N. C.*—Mr. C. R. Martin, Jr., principal; Mrs. C. V. Hedgley, counselor; Melba Workman, Forest Jones, Nathaniel Miller, students.

*Carver, G. W., High School, Pinetops, N. C.*—Mr. S. A. Gilliam, principal; Miss Jeraline Gatewood, counselor; Evelyn Battle, Anna Cobb, students.

*Caswell County Training School, Yanceyville, N. C.*—Mr. N. L. Dillard, principal.

*Central High School, Gatesville, N. C.*—Mr. Hollis Creecy, principal; Mrs. E. L. Creecy, counselor; George P. Gatling, Esie Howell, Algetha Gatling, Claudia Piland, students.

*Conetoe High School, Conetoe, N. C.*—Mr. Neil A. McLean, principal; Miss E. M. Porteur, counselor; Mrs. M. L. Gilliam, teacher;



Alice Key, Doristine Howell, Carlton Kearney, Milton Howell, students.

*Dudley High School, Greensboro, N. C.*—Mr. J. A. Tarpley, principal; Mrs. Juanita J. Goldsborough, counselor.

*Fuquay Consolidated High School, Fuquay Springs, N. C.*—Mr. W. M. McLean, principal; Mr. William Freeman, counselor; Annie McDougald, Dolores Johnson, Donald McKoy, students.

*Frink High School, LaGrange, N. C.*—Mr. Allen L. Mewborn, principal; Mr. Thad Rhodes, Jr., teacher; Velma Becton, Earnestine Dove, Vanderbilt Owens, students.

*Graham High School, Graham, N. C.*—Mr. R. G. Mitchell, principal; Miss Madeline Best, counselor; Shirley Mapp, Irene McRae, Clara Mebane, Linda Wilson, students.

*Hargrove High School, Faison, N. C.*—Mr. L. L. Smith, principal; Mrs. L. J. Murphy, counselor; Laverne Chestnutt, Kenneth Stevens, Rufus Lane, students.

*Harrison, Richard B., High School, Selma, N. C.*—Mr. M. L. Wilson, principal; Mrs. E. G. Gadsden, counselor; Joyce Bryant, Herbert Johnson, Mary Elizabeth Holder, students.

*Highland High School, Gastonia, N. C.*—Mr. T. Jeffers, principal; Mrs. G. E. Carter, counselor; Mr. F. E. Parker, teacher; Brenda Sadler, Betty McClure, Herbert Eichelberger, students.

*Hillside High School, Durham, N. C.*—Mr. Howard Alston, official representative; Senior Class.

*Horton High School, Pittsboro, N. C.*—Mr. I. E. Taylor, principal; Mrs. B. J. Echols, counselor; Florine Kirby, Linda Cotten, Phyllis Taylor, students.

*Jones, J. J., High School, Mount Airy, N. C.*—Mr. L. H. Jones, principal; Miss G. I. Jones, counselor; Mr. Earl C. Setzer, Jr., teacher; Emma Jean Tucker, Jessie Carroll Dyson, Charles Carter, Clifton Brim, students.

*Johnston County Training School, Smithfield, N. C.*—Mr. W. R. Collins, principal; Miss Eleanor V. Bonner, counselor; Michael Sanders, Hilda Nixon, Willie Kent, students.

*Jordan Sellars High School, Burlington, N. C.*—Mr. W. E. Hall, principal.

*King, W. S., High School, Morehead City, N. C.*—Mr. S. R. McLendon, principal; Mrs. Fannie W. Nichols, teacher; Melvina Griffin, Frederick Jones, Eleanor Horton, students.

*Kingville High School, Albemarle, N. C.*—Mr. E. E. Waddell, principal; Mrs. F. M. Carpenter, counselor; presidents, student council, senior class, honor society and N. H. A.

*Ligon, J. W., Junior and Senior High School, Raleigh, N. C.*—Mr. H. E. Brown, principal; Mrs. Thelma T. Daley, counselor; Brenda Dawson, Wallace Peach, students.

*Lincoln High School, Chapel Hill, N. C.*—Mr. C. A. McDougale, principal; Mr. R. D. Smith, counselor; Peggy Hogan, Garrett Weaver, Betty Bumphus, students.

*London High School, Walnut Cove, N. C.*—Mr. John L. Hairston, principal; Mr. E. E. Evans, teacher; Betty Ruth Price, Mary Ruth Searcy, Nathaniel Harriston, students.

*Mary Potter High School, Oxford, N. C.*—Mr. John H. Lucas, principal; Mrs. Mary W. Gant, counselor; Eva Stater, Evelyn Taborn, Carolyn Bibby, students.

*Merrick-Moore High School, Durham, N. C.*—Mr. D. M. McCaskill, principal; Mrs. B. J. Merritt, counselor; Lessie Burton, George Hubbard, students.

*Monroe Avenue High School, Hamlet, N. C.*—Mrs. Christine Toole, counselor.

*Morningside High School, Statesville, N. C.*—Mr. Alan D. Rutherford, principal; Miss F. L. Evans, counselor; Adrienne Morrison, Cassandra McCall, James Lawrence, students.

*Norwayne High School, Fremont, N. C.*—Mr. J. H. Carney, principal; Mrs. G. L. Humphrey, counselor; Arzie Sutton, Regina Budd, Shirley J. Best, students.

*Newbold High School, New Bern, N. C.*—Mr. and Mrs. A. D. Smith.

*Pleasant Grove Union High School, Burlington, N. C.*—Mr. J. J. Eisbey, principal.

*Penn, William, High School, High Point, N. C.*—Mr. S. E. Burford, principal; Mrs. Ethel G. Hughes, counselor; James Clark, Gloria Parker, Brenda Robbins, students.

*Palmer Memorial Institute, Sedalia, N. C.*—Miss W. M. Crosson, principal; James Kluttz, Mary Sue Welcome, students.

*Person County High School, Roxboro, N. C.*—Mr. G. L. Harper, principal; Mrs. E. M. Harper, counselor; Carolyn Word, Charles Paylor, Arnie Bass, students.

*Pinckney High School, Carthage, N. C.*—Mr. J. S. Singleton, Jr., principal; Mr. F. M. Lutz, teacher; Blanche Dowdy, Clara Crutchfield, Jimmy Smith, Thomas Cornelius, students.

*Pleasant Grove High School, Dunn, N. C.*—Mr. Thomas E. Boykin, principal; Mrs. A. M. Forte, counselor; Lula Hardy, Joan W. Daughtry, Louise Butler, students.

*Price Junior-Senior High School, Salisbury, N. C.*—Mr. S. O. Jones, principal; Mrs. Doris F. Jones, counselor; Alice Garrett, Dianne Davis, Edgar French, students.

*Riverside High School, Louisburg, N. C.*—Mr. C. A. Harris, principal; Mrs. V. H. Levister, teacher; Ann E. Blaney, Oza B. Hawkins, Constance M. Jackson, students.

*Rockingham Public Schools, Rockingham, N. C.*—Mr. J. W. Dillard, T. L. Williamson, Mr. C. H. Coleman, Mr. H. K. Griggs, Mr. E. L. Price, Mr. J. D. Womble, Mr. E. M. Townes, Jr., principals.

*Rocky Mount City School, Rocky Mount, N. C.*—Mrs. Juanita E. Burnett, teacher.

*Saint Anne's Academy, Winston-Salem, N. C.*—Sister M. Paulette, principal; Sister Marie Philomaria, counselor; Evelyn Abrams, Manu-  
alonn Stowe, Viola Anderson, students.

*Second Ward High School, Charlotte, N. C.*—Dr. S. E. Durante, principal; Mrs. Marjorie R. Belton, counselor; Mrs. R. H. Gaines, teacher.

*Sedalia High School, Sedalia, N. C.*—Mr. William H. Lanier, principal; Mrs. Gladys R. Brown, counselor; Sue Troxler, Yvonne William, George Byrd, Elmore Summers, students.

*Soller's Point High School, Baltimore, Maryland*—Mr. Charles Fletcher, principal.

*South Ayden High School, Ayden, N. C.*—Mr. J. W. Ormond, principal; Mrs. R. L. Brown, counselor; Thelma Suggs, Gracie Williams, Myrtle Darden, students.

*Springfield High School, Lucama, N. C.*—Mr. Robert E. Vick, principal; Mr. Roosevelt Alston, counselor; Doris Earl Jones, Barbara Bynum, Alice Willingham, students.

*Stephens-Lee High School, Asheville, N. C.*—Mr. Joseph E. Belton, principal; Miss M. J. Rumley, counselor; Marshall McCallum, Mary Emma Fair, Yvonne Goudlock, Etta Mae Whitner, Samuel Talford, students.

*Swift Creek High School, Whitakers, N. C.*—Mr. J. W. Wiley, principal; Kenneth Arrington, Gene Powell, Barbara Lewis, Hazel Fox, students.

*Toler High School, Oxford, N. C.*—Mr. William E. Baptiste, principal; Mrs. C. H. Brodie, counselor; Lottie Smith, Vinston Burton, Jr., Sonjetta Harris, students.

*Vanceboro Consolidated High School, Vanceboro, N. C.*—Mr. J. R. Hill, principal; Mr. A. D. Smith, teacher.

*Vann, Robert L., High School, Ahoskie, N. C.*—Mrs. E. K. Yeates, counselor; Shirley Satterwhite, Bertha Myrick, Johnetta Rhoulac, Clyde Harrell, Alma Pierce (alternate), students.

*Washington, B. T., High School, Reidsville, N. C.*—Mr. H. K. Griggs, principal; Miss E. P. Harris, counselor; Leana Blackwell, Gloria Harbor, Eddie Neal, Lloyd Hairston, students.

*Washington, Booker T., High School, Rocky Mount, N. C.*—Mr. R. D. Armstrong, principal.

*Washington County Union, Roper, N. C.*—Mr. E. V. Wilkins, principal; Jolyquin Anthony, Francine Hall, Charles M. Johnson, students; Mr. J. S. Midgett, teacher.

*Washington Junior High School, Fayetteville, N. C.*—Mrs. Esther Uzzell, counselor.

*Wayne County High School*—Mr. Leroy Borden, teacher.

*West Charlotte Senior High School, Charlotte, N. C.*—Mr. C. L. Blake, principal; Vivian Rippy, Thelma Ann Byers, students.

*Williston Senior High School, Wilmington, N. C.*—Mr. B. T. Washington, principal; Fredericka Hill, Russell Hewett, students.

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